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ABSTRACT

This teaching internship program was developed by Baruch College in response to an overabundance of new, uncertified teachers working as temporary per diem teachers in full-time classroom teaching positions in New York City. The 1-year program integrates graduate study of effective teaching with an in-school intern-mentor support system for elementary school teachers. The program combines teacher education, a province of the college, with teacher induction, a province of the schools. This report is in three parts. The "Project Portrayal" provides a brief overview of the entire 3-year project. The "Program Assessment Report" presents specific information about the effects of the program, for interns and mentors as well as for the college and schools. The "Project Profile" provides, in outline form, the essential components for replicating the program. A manual appended to the "Project Portrayal" section contains in detail the specifics of the course content and how it was delivered. It contains many ideas for blending mentor training and support with internship courses and for combining research-based knowledge about effective teaching with the needs of beginning teachers. It documents one solution to the problem of appropriate balance between clinical and academic activities for a teacher education/induction program carrying graduate credit. (JD)

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A Research-Based Internship for Emergency Credentialed Teachers

PROJECT PORTRAYAL

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Final Report
September, 1988
THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP
Contract No. 400-85-1047 (NIE-R-85-0012)

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Foreward and Acknowledgements

The Baruch College/New York City Teaching Internship was developed in response to a critical staffing problem in the city's public schools; an overabundance of new, uncertified, underprepared teachers working as temporary per diem (TPD) teachers in full-time regular classroom teaching positions. The one-year program integrates graduate study of effective teaching with an in-school intern-mentor support system. It is offered to elementary school TPD teachers jointly by the college and schools participating in the program.

The program was collaboratively planned, developed, implemented and evaluated over a three year period by faculty representing Baruch College's education and liberal arts departments and representatives of the New York City Public Schools, the United Federation of Teachers, and the New York State Education Department. The program has been funded in part by the Office of Educational Research and Improvement, U.S. Department of Education as one of twenty-nine projects demonstrating the use of research to improve teacher education.

The Baruch internship represents significant change on many fronts in the usual way of doing teacher education and induction business in New York City. Not the least of these changes is the fact that it combines teacher education, a province of the colleges, with teacher induction, a province of the schools. Because the program involved departures from so many practices, traditions, and bureaucratic procedures in both schools and college, it was a high-risk venture. We knew, from the beginning, that it would not be easy to institutionalize this program. But the project presented an opportunity to try to put into effect many sound ideas about improving teacher education and induction, to work in close collaboration with schools and teachers, and to develop program and practice that would enhance teacher professionalism. It was an opportunity to collaboratively define what we'd do if we "had our druthers" in our particular context and then to see how far we could take that ideal vision into practice.

On the part of the college, undertaking the OERI project meant a three-year commitment with some structure (but a great measure of flexibility) to pushing frontiers. It is safe to say that without the OERI contract which provided only a small portion of the funding that supported it, this project would have been aborted in its first attempt to implement the program or at any one of a number of equally troublesome points. Although we knew there would be difficulties, just how difficult, time consuming, and frustrating it would become could not have been foreseen. The fact of "having the contract" and of having made the commitment of resources for a specified number of years carried the vision over many rough spots.

This is, perhaps one of the most important of the "lessons learned" from the work that has been done and it is a lesson that we believe has national applicability for institutions like ours - and for policy makers who want to see change in education. At least for institutions like ours, a small amount of external funding and a contract with an external agency that provides some structure but a large measure of flexibility can help to assure that the will to experiment is transformed into real innovative program. Because both collaborative vision and long-term commitment were there, we have had the

exquisite satisfaction that comes from seeing ideas transformed to program and ideals being realized.

We have learned a great deal in the process of planning, developing, implementing, and evaluating the internship program. What we have learned is the focus of this report. While it is a "final" report to OERI, it is, in reality, a status report on the continuing evolution of the program. What was planned and envisioned in the first year of the project has not all been put into action, although most of it has been. The program continues to seek to meet those ideals while fitting comfortably in the changing political and regulatory context of teacher education and induction in New York City and State. This report documents lessons that can be applied for the future of the program at this institution as well as knowledge that may be useful to other institutions elsewhere in developing similar programs.

This report is in three parts. The "Project Portrayal" provides a brief overview of the entire three-year project. It is intended to tell the story of how the program was developed. The "Program Assessment Report" presents specific information about the effects of the program, mostly the effects for interns and mentors but also effects of the program and its development for the college and the schools. The "Practice Profile" provides, in outline form, the essential components for replicating the program both as it was defined ideally and as it was ultimately put into practice. None of these three parts contains detail on the heart of the program; the specifics of the course content and how it was delivered. That is contained in a manual for the program that is appended to the "Project Portrayal." We believe that this manual may prove helpful to others. It contains many ideas for blending mentor training and support with internship courses and for combining research-based knowledge about effective teaching with the needs of beginning teachers. It documents one solution to the problem of appropriate balance between clinical and academic activities for a teacher education/induction program carrying graduate credit.

We have already pointed to the importance of OERI and Baruch College to the successful evolution of the internship program. Other agencies and individuals must be recognized for their valuable contributions to the project. We thank all of the following people and offer our apologies to any who because of our frail memories have been overlooked on this listing.

From Baruch College, The City University of New York:

> Provost and Vice President for Academic Affairs, Paul LeClerc for his willingness to invest, his unwavering support for the project, and his continuing understanding of the complexity of change in teacher education;
>
> Howard Siegel, Chair of the Department of Education, who never stopped believing and was instrumental in moving the internship from project to program status;
>
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Friedman and Elizabeth Reis who served on the planning committee/policy board for the entire three years and made many contributions to the content and evaluation designs for the program;

Faculty from Liberal Arts and Sciences, Tom Frazier (History), Isabel Sirgado (Romance Languages), and Ronald Schweizer (Natural Sciences); and Ellen Block (Department of Compensatory Education) for their continuing interest in seeing the program come into being, their membership on the planning committee/policy board, and the liberal arts perspective and good old-fashioned common sense they lent to many tough issues;

Katherine Grunfeld, a doctoral intern from Teacher's College, Columbia University who served without pay but with much gratitude as participant observer for this project for one year;

The research assistants, administrative assistants, and student aides without whose practical contributions this project could not have been undertaken; especially Anita Hall who balanced duties as research assistant, administrative assistant extraordinaire, and adjunct faculty at the college simultaneously, and Marcia Stewart who did a masterful job of conducting and summarizing structured interviews of all mentors and interns in the urban cohort.

From the United Federation of Teachers:

Sandra Feldman, President, whose agreement to enter into this collaborative effort was immediate and enthusiastic;

David Sherman, Assistant to the President of the U.F.T. and David Florio, then a special assistant to Albert Shanker, both of whom represented Sandra Feldman on the planning committee/policy board and did much to shape the nature of the intern and mentor arrangements and the incentives for teacher participation in the program;

Ann Rosen, now a co-coordinator of the state-funded Intern-Mentor Program for the New York City Public Schools for being a three-year member of the policy board, bringing a teacher's and teacher unionist's perspective to the design of program and evaluation activities, and for her continuing efforts to bring about coordination of the Baruch internship with those sponsored by the public schools.

The U.F.T. district representatives who served on the planning committee and who carried the word to the schools, and the U.F.T. Chapter Chairleaders in the schools who added involvement in this program to their other teaching and union duties.

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Edward Acquilone and Nicholas Aiello of the Division of Personnel, and Charlotte Frank, Pearl Warner, and Maria DeSalvio of the Division of Curriculum and Instruction - all of whom were members of the planning committee/policy board for varying periods of time, all of whom provided information and advice from the central office perspective and all of whom took seriously their planning and reviewing responsibilities;

The community school district administrators and public school principals and assistant principals whose schools offered the program to interns and mentors - and those who just offered advice as policy board members during the planning year;

Russell Cunningham, Principal of P.S. 194, and Harriett Fortson, Assistant Principal, whose vision of what could be and whose hard work and commitment of time, resources, and expertise made it happen for teachers in their school and whose continuing efforts are making it a possibility for many more teachers in their district.

From the New York State Education Department:

Assistant Commissioner for Higher Education Services Mike Van Ryn and Director of the Division of Teacher Education and Certification, Vincent Gazzetta who provided information and valued counsel;

Charles Mackey, Jr., who made trips from Albany for almost every one of the planning committee/policy board meetings, who actively spread the word, and whose continuing encouragement and advice was always helpful.

Because of Charles Mackey's spreading the word about the program, we were fortunate in being able to implement the program in a context and with an audience that we had not originally designed the program for. We are grateful to all those from the Valley Stream Central School District who aided in this effort, particularly Hank Cram, Assistant Superintendent, whose knowledge about and commitment to staff development is extraordinary.

We are also particularly fortunate to have had the services of Carolyn Evertson of Peabody College, Vanderbilt University, and Betty Fry of the Florida State Department of Education as external consultants over the three year period of OERI funding. They have, yearly, reviewed the work of the project and made suggestions and recommendations from their vast combined knowledge about teaching and schools, research on teaching and avenues for linking it into classrooms, and change in teacher education. They were invariably helpful in assisting project staff to rise from a sea of detail and be able to view the larger picture. Their suggestions and recommendations were always on-target and, when implemented, resulted in giant steps forward.

Finally, we thank those teachers who participated in this program as mentors and interns. The mentors say that they have learned as much from the interns as the interns have learned from them. We have learned as much from all of them as they have from us. These teachers must be acknowledged not only for what we have learned from them, but also for their good nature and tolerance when "glitches" were discovered in the new system and when extra demands were placed on them to provide data and feedback. Mostly we thank them, especially those at P.S. 194, for helping us to demonstrate that there could be colleagiality, sharing, confidence, and trust between interns and mentors, teachers and administrators, college professors and school personnel and that that atmosphere makes for a better life for teachers in schools and better education for their pupils.

A Research-Based Internship for
Emergency Credentialed Teachers

PROJECT PORTRAYAL

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A Research-Based Internship for Emergency Credentialed Teachers

PROJECT PORTRAYAL

This report documents the development of the Baruch College/New York City Teaching Internship Program. It describes the participants in the collaboration and their activities in planning, developing, implementing, and evaluating the program. It documents the major issues that were faced and how they were dealt with and summarizes the outcomes of the project. The portrayal describes the way in which the program will be continued beyond the OERI funding period. We include a summary of what has been learned from the experience: the outcomes for interns and mentors as well as how interns, mentors, their schools, and the college experience the program. Finally, we discuss the implications of this work for others and point to products of the work that may assist those interested in knowing further details of what was done and the manner in which it was accomplished.

PROJECT DESCRIPTION AND EVOLUTION

Need for the Program

The immediate question is, "Why an internship program for emergency credentialed teachers?" What was the need for it and the context that highlighted that need? While it is difficult to get exact statistics on the number of uncertified teachers working in the city's schools, several facts will indicate the size of the problem. In the academic year 1986-1987, for example, about one-fifth of the city's teaching force was teaching in full-time classroom teaching assignments on temporary per diem (TPD) licenses. Not all but a very large proportion of these 11,000 TPD teachers were uncertified or lacked the education courses that would make them eligible for a state teaching certificate. In each of the last several years, over two thousand uncertified or unlicensed people have been hired by the system and placed in regular teaching positions. In one school with which we worked in 1987-1988, one-third of that year's teaching staff had been brought into teaching through this route either that year or in the preceeding two years.

Whether or not this is viewed as a desirable, satisfactory, or unsatisfactory situation, it is a fact of life in New York City schools. It is a condition not likely to disappear in the near future. While the size of this problem is dramatic, the nature of the problem and the need for the kind of response that we developed to it becomes apparent only by looking at it from the new TPD teacher's point of view.

Educators have a good idea, from experience and from research, of the needs, concerns and problems of beginning teachers in general. We need to keep in mind, however, that most research on beginning teachers studied teachers recently graduated from college who had completed undergraduate teacher education programs. The uncertified TPD teachers in New York City do not fit this description. They all have bachelor's degrees but their undergraduate majors vary widely; business, music, performing arts, and all of the liberal arts and sciences. Some have taken an education course here or there, usually an introductory or foundations course. Not very much help when faced with a classroom of thirty children who must learn long division! Additionally, a large proportion of these uncertified TPD teachers enter the field from successful jobs in other fields. Among those in one of our cohort groups of interns for example, are people with experience in drama, journalism, banking, photography. Most TPD teachers are not fresh out of undergraduate college. Frequently, where they are, they are not the usual age of new college graduates. Many of them are parents: one intern in the program is the parent of five, another has a sixteen year old son. They have a great deal to offer children in the schools if they can be helped to survive in the profession.

When these people enter the teaching force, they suffer all of the problems of beginning teachers everywhere. They must adjust to a new working environment and learn to relate to teachers and administrators as new colleagues. They worry about discipline, parent conferences, record-keeping, and how their pupils will do on "the tests." They wonder if their classroom rules are consistent with those of the school; indeed, they wonder what the school rules are! They tremble at the thought of administrative observations just as their peers who have teacher preparation programs behind them do. They are overwhelmed by the amount of lesson-planning and paper grading that must be done at home and are frequently in a quandry about how to get appropriate materials for instruction. They go home at night exhausted and, sometimes, ill. In these respects they are very much like their peers who have had the advantage of methods and student teaching courses.

For uncertified TPD teachers, however, many of these problems are exacerbated by their lack of teacher preparation. They must quickly acquire the planning, managing, presenting, and evaluating skills that will enable them to survive in the classroom, and, not incidently, enable their class to learn. At the same time, as a condition of their employment, they must also acquire the education credits they do not have. They must do this at the rate of six credits a year until they have the total that will make them eligible for a regular city license or provisional state certificate. At that point, they will have a period of five years to acquire the master's degree that is needed for permanent certification/license in New York State/City. Their peers who start teaching careers with provisional certification have five years from the date of their initial appointment to complete the master's' degree, thus, the luxury of being able to cope with the first year or two of teaching without having to attend graduate school if they so choose.

The response of the majority of these uncertified TPD teachers to the education course requirements is predictable. There are some thirty colleges in the New York City area offering education courses. Being realists, these teachers shop for the college offering a course at a location and time most convenient for them. Title and content of course are not the prime consideration. Too often, the collection of credits that they acquire over a three year period will come from different programs at multiple colleges; a hodge-podge potpourri from the rich and varied cafeteria selection available to them.

The result is that a TPD teacher, exhausted from the struggle of the classroom during the school day and wondering what to do in the classroom tomorrow will typically spend an undue number of hours after school devoted to education courses that do not help with the immediate problems and issues the person is facing. And because of the cafeteria course selection process, it is unlikely that the courses chosen will constitute a coherent program of teacher education that might be helpful in the long run either. Most discrete education courses were never intended to stand on their own. They were meant to take on meaning in the context of a coherent set or program of courses.

Three years ago, when planning for this program started, there were no comprehensive efforts from either the colleges in the area or from the public school system to help uncertified TPD teachers deal with the day-to-day problems they were facing. There were inservice programs and university courses available to them: some sponsored by the public schools, some by the teacher organization, some by colleges. There were no programs that combined both induction training and credit-bearing education in site-specific settings. Inservice programs which were available and/or required for them were certainly helpful, but usually too little, often too late, and, of necessity, too remote. They had to provide induction training at a level applicable across all schools. Graduate education programs at the colleges were not appropriate for them having been designed specifically for people who had completed undergraduate teacher education programs. TPD teachers wishing to pursue graduate education programs were forced to make up this lack in their backgrounds by taking a series of undergraduate education courses. The undergraduate courses were, in reality, no more appropriate for them, and were often offered during the school day when they had to be with their classes. In addition, having to take a whole set of additional undergraduate courses was an expensive proposition on what was then the beginning teacher's salary of $14,500.

It is little wonder that many of these people did not survive the first year of teaching. There are numerous examples of classrooms having multiple TPD teachers in succession over the course of a year. One third grade classroom that we know of had seventeen different TPD teachers during the 1986-1987 academic year. This is, of course, the most dramatic example we have run across, but any turnover of teachers in a classroom during the year presents real problems for the children and setbacks in their learning. A wholesale revolving door into and out of a teaching career is not only unfair to the children in these classrooms and to the people who thought they would like to become teachers, but also represents an unacceptable loss of talented people to the profession.

In response to this situation, we proposed to plan, implement, and evaluate, in collaboration with administrators from the central Board of Education, districts and schools, representatives from the teacher organization and state education department, and colleagues from the liberal arts and sciences, a one-year program that would combine credit-bearing teacher education coursework with in-school intern-mentor induction activities for these TPD teachers. The design of key elements of the program would take into consideration knowledge generated by recent research on teacher development and the needs of beginning teachers as well as analysis of local contextual conditions. The program structure would integrate content of seminar and clinical activities and attempt to merge research-based knowledge about effective teaching with the wisdom of experienced teachers. It would provide credit-bearing training activities for the experienced teachers in order to provide them with support as they learned the new role of mentoring their new colleagues. These mentors would become adjunct clinical instructors for the college to collaborate with regular faculty in the delivery of the program.

Planning Year Activities and Outcomes

Activities of the planning year created the collaborative structures for program design and policy decisions, and developed a plan and arrangements for implementation and evaluation of the program.

Collaborative Structures and Working Arrangements

The structures that were arranged for making collaborative decisions about the key elements of the program were relatively straightforward given the large, many-layered, complex education community of New York City. Initially, at least, the project had to touch base with at least two operational levels within each participating agency/institution/organization in order to maximize knowledge about and support for the program at both policy and practice levels. There was both an advisory board of policy-level participants from the collaborating groups and a working planning committee of their representatives.

The advisory board members were the provost and academic vice president of the college, an academic dean of education, the then executive vice-president and now president of the teacher organization, the executive director of the public schools' central division of curriculum and instruction, the executive director of the schools' central division of personnel, and the assistant commissioner for higher education services of the state education department. These people worked primarily through their representatives on the planning committee but also provided active assistance by reviewing drafts of the developing implementation plan, providing relevant information and analyses, and, in some cases, by attending and participating in an early spring working conference where many of the details of program design were finalized.

The planning committee had major decision-making responsibility for program design and the implementation plan. Initial membership on this committee consisted of six college faculty members from the department of education (including the chair of the department and the project director), five faculty representing the college's School of Liberal Arts and Sciences, two representatives of the teacher organization, two representatives of the central offices of the city school system, and one representative from the state education department division of teacher education and certification. During the year, as a potential district and schools within it were identified for the demonstration phase, three school principals, their teacher organization chapter chairleaders, the district superintendent's representative, and the district representative of the teacher organization were added to the committee. The principle regarding membership on this committee was to be inclusive rather than exclusive; to include representatives at all applicable levels of the organizations and agencies who would ultimately be involved in some aspect of the program implementation and all who were in a position and of a mind to make a positive contribution to the design, development, implementation, or evaluation of the program.

The principle of inclusion regarding the membership on the planning committee was only possible because the group followed a consensus-building model of collaboration. The only item on any planning committee meeting agenda that was ever "voted" on was approval of the minutes of the previous meeting. Because of this, and because no critical decisions about the program were made unless representation from all cooperating agencies and institutions was present and heard, the balance of representation on the committee did not become an issue.

The planning committee met monthly during the first year of the project to consider, debate, and negotiate over the key elements of the program. At each meeting, analyses of research and context were presented to the committee along with recommendations for the design of the program. These analyses and recommendations were prepared by project staff (faculty who had been given released time to do the work) or by subsets of the planning committee who met and worked between the monthly meetings.

Key decisions were made by the planning committee about:

Incentives for mentors;

Incentives for interns;

Intern recruitment and selection;

Mentor recruitment and selection;

Selection of college faculty and their teaching loads for the program;

Program structure, instructional content, and instructional activities for the interns;

Program structure; instructional content, and instructional activities for the mentors; and

Intern and program assessment.

In addition to making key decisions about the program, planning committee members were instrumental in planning for demonstration of the program in city schools. Arrangements were made with one of the community school districts in the city for implementing the program the following year for at least one and possibly up to three cohort groups with between twelve and sixteen interns and four or five mentors in each cohort group.

Program Description

The program that was designed during the planning year is described in detail in the Project Profile portion of this report and in the manual for the program that is appended. Briefly, the one year program for interns consists of six graduate level courses, a total of seventeen graduate credits, organized into three sequential modules. Each module consists of a pair of courses; one a seminar and one an internship or clinical education course. The content of the seminars is drawn directly from research on effective teaching and relies heavily on summaries of that research such as the synthesis of studies undergirding the Florida Performance Measurement System. The content is organized around the tasks of teaching and is sequenced to reflect the progression of concerns of beginning teachers in general and the manifestation of the specific needs of the participating intern teachers. Seminars generally meet once a week, after school hours, for fourteen weeks. They are usually but not always held at a school site. Seminars carry three graduate credits in each of the three modules, and are taught by college faculty.

Each school participating in the program assigns an experienced, effective teacher to mentor each intern in the program. The mentors' primary responsibility is to help the interns adjust to the demands of teaching in that school and to assist them in using the knowledge that is acquired in seminar in their day-to-day teaching. Mentors work closely with the college instructor to plan and coordinate seminar and clinical education activities. They are paid by the college as adjunct clinical instructors. Both mentor and intern teachers are released from a portion of their regular classroom teaching so that they can engage in the clinical activities during the school day. Interns are awarded two or three graduate credits for the clinical education experiences in each of the three modules.

At the completion of the internship year, interns are recommended by the college for provisional state certification. Providing they have passed the New York City licensing exam, having provisional certification permits these teachers to exit their TPD status and acquire regular teaching appointments. Nine of the internship credits are directly applicable to Baruch's thirty credit master's degree program in elementary and early childhood education.

The mentor teachers for this program perform a critical dual role for the school and the college. Selection of these mentors is carefully done by the participating schools' teachers and administrators. Criteria used in the selection process were collaboratively arrived at after examination of the literature on mentoring and on teachers in other staff development positions. The selection process and criteria are both public and explicit. Mentors are assigned to interns by school administrators to insure as close a match as possible between intern's and mentor's current teaching assignments.

The mentors are required to participate in a mentor training program either prior to being assigned as a mentor or simultaneous with their first mentoring experience. This training program carries six graduate credits and helps the mentors to acquire skills of mentoring (e.g., conducting peer observations and conferences, assisting new teachers to use available materials, demonstrating for peers, advising peers, etc.). The mentor training also involves consideration of the teacher development literature as well as consideration of how interns may best be helped to acquire and use knowledge about effective teaching that is based on recent research. The mentor training itself involves a form of clinical education; an individualized mentoring of mentors.

Implementation Activities

Contextual Changes That Impacted Project

Over the course of the three years of OERI funding, important changes took place in the regulatory, legislative, political, and budgetary context in which this program was designed. Indeed, these shifts started to happen even as the planning committee was beginning its work. These changes impacted every aspect of the project and had important consequences, both positive and negative, for the program. Most importantly, as the project responded to these developments, there resulted certain variations on the original design of some of the key elements of the program. Implementation activites and program outcomes are best seen in light of these changes. Briefly, we believe that the important developments that impacted project activities and program outcomes are as follows:

1. A City-Wide Development. Shortly after work on this project began, a parallel city-wide effort was initiated. In an unprecedented collaboration, the United Federation of Teachers, all of the senior colleges of the City University of New York that had graduate programs in teacher education (including Baruch), and the central offices of the New York City Public Schools, joined forces to develop a proposal for state legislative action to support internships for beginning teachers. The focus of this city-wide effort was to be to recruit bright liberal arts graduates to the teaching profession and to offer them the support and education needed to retain them in the profession. Work on this venture was continued over a two-year period, but was unsuccessful in gaining the funds needed to support the project.

2. Legislation Establishing Pilot Intern-Mentor Programs For several years prior to the start of this project, interest in and work towards state-funded internships for beginning teachers had been building. Eleventh hour legislation to establish these programs was approved in the summer between planning and demonstration phases for this project. There was no provision in that legislation for college involvement in these pilot intern-mentor programs. Nor, as it turned out after much debate, discussion, and study, was there any provision for using the funds to support internships for emergency credentialed teachers. Changes were made in the legislation for the following year that made it possible for school districts to use the funds both for uncertified teachers and for college provision of staff development activities.

3. New Commissioner's Regulation on Uncertifed Teachers Effective with the start of the 1987 academic year, school disticts in New York State were subject to a new set of regulations governing the employment of uncertified teaching personnel. Among other conditions, this regulation mandates that a district hiring such persons must provide released time to each uncertified person and also released time to a non-supervisory mentor who will work with that person on staff development activities during the school day. The uncertified person, no later than the second semester of teaching, must be enrolled in a college or university program leading to certification.

4. Development of Board of Education Mentor-Intern Programs In response to the legislation and regulation mentioned above, the Board of Education, working closely with the teacher organization mounted several large intern-mentor programs: a state-funded pilot program; an uncertified teacher program; another program using retired teachers as mentors.

5. Adminstrator/Supervisor Organization Response to Mentoring The rapid development and implementation of intern-mentor programs across the state raised a number of important issues, but also made the mentoring concept an

ambiguous one as each project defined the mentor role somewhat differently and also had varying selection criteria for them. Strong opposition to the concept of teacher-mentors developed among supervisors and administrators. This opposition reached the point where legal challenge was taken by their professional associations in at least two locations in the state, among them New York City.

As might be expected, these developments led to a waxing and waning of interest, commitment, and energies devoted to this project, and a changed implementation strategy for the program.

Implementation/Demonstration Sites

The program was implemented for three different cohorts of interns and mentors. The first cohort was very much smaller than had been planned for in the first year of the project. Since we lacked the expected funds to support the full-scale implementation, a modified, scaled-down implementation was planned with the cooperating school district. It was not feasible to expect new uncertified teachers to undertake the credit-bearing program without reduced teaching loads. Our modified plan was to provide up to eight of them with the informal assistance of experienced teachers in their schools. Four experienced teachers from two schools (one of them in another community school district) volunteered to enroll in the mentor training courses for the program and to provide their new colleagues with assistance and support based on what they learned in the program. One school district paid for half of the tuition for the mentors with the mentors themselves paying the remaining half. The other two mentors paid all tuition costs for the program on their own. In both schools, principals provided non-financial and mostly moral support for the teachers and for the program: (e.g., for some, minor rescheduling to permit new teachers and the mentors to confer during common free periods during the day).

The experience with this small cohort, especially the outcomes for the beginning teachers and their mentors, and the enthusiasm with which the program was received in spite of the burden that this modified plan had placed on the teachers themselves, were convincing that we were on the right track with respect to program content and instructional activities, as well as collaborative delivery of program. The four mentors who had completed the training were hired to assist in drafting a manual for the program. At the same time, additional modifications were made to certain key elements of the program in response to the changed context of the program. (The next section of this report summarizes these changes.)

Following these developments, the program was implemented for two other cohort groups at different sites. A suburban cohort consisted of eighteen new provisionally certified teachers and four mentors. These teachers completed a somewhat modified version of the first module of the program (addressing classroom management and instructional organization) between October, 1987 and January, 1988. These teachers had teaching assignments ranging from kindergarden through secondary academic and non-academic subjects. The program for the suburban cohort was offered to the teachers jointly by the district and the college with the district paying the full tuition costs of both mentors and interns. In that location, the program was coordinated with the district's state-funded pilot intern-mentor program which provided released time for both interns and mentors to work together during the school day.

An urban cohort consisted of eleven TPD teachers and their five mentors who undertook the full program between December, 1987 and June 1988. These teachers all had elementary school teaching assignments in one of the schools where two of the mentors had completed the training previously. These teachers all paid their own tuition costs. Based on the number of interns assigned to them, two of these mentors had varying amounts of released time; three of them had none. None of the interns had released time. Administrators in the school were highly supportive of the program and the teachers' involvement in it and made significant changes in the school schedules to insure that the participating teachers had common blocks of time (lunch, preparation and special subject periods) in which to engage in program activities. They also supported the staff through providing equipment and other resources for the program. They continued right through to the end of the school year (and still continue) to seek to coordinate this program with those sponsored by the Board of Education in order to provide additional resources for the teachers.

MAJOR ISSUES

We have already, in this report, pointed to the major issue that this project had to respond to, and indicated that the main strategy for dealing with it was to alter program components to suit the altered context. Over the three years of the project, the alterations may be summarized as follows.

Collaboration

In the second, and more explicitly, in the third years of the project, the major focus of collaboration shifted from a central committee with city-wide implications for the program to effecting agreements with districts or schools that were interested in providing this program for their new teachers, to negotiating the goals and details of implementation, and to maintaining communication with key staff as the program was implemented and evaluated. The planning committee was reconstituted as a policy board which meets only two to three times a year. This strategy met with considerable success: renewal of interest and commitment of the original organizations, agencies, and institutions represented on the planning committee; and the involvement and commitment of school and district administrators who are key persons in the successful implementation of this program. Most important, the increased emphasis at school and district levels was key to our ability to tailor the program to the context in which the interns and mentors were working.

Incentives for Mentors and Interns

With exceptions depending on the school or district with which we had entered into agreement, the incentives for interns and mentors to participate in this program have not been changed. Interns who complete the full program are still eligible for college recommendation for provisional certification. They earn seventeen graduate credits through the program, or, in the case of the suburban district, where the agreement was for only a portion of the program, five. The most important incentive, as we have discovered, was the assistance of experienced teachers as the interns, whether certified or uncertified, adjust to the demands of teaching.

Incentives for experienced teachers, for the most part, also remain the same: an opportunity to develop as a professional in a new helping role in the school; credit-bearing training and support activities that help them to learn and adjust to that new role; and and status and salary as an adjunct college instructor.

The important incentive of released time for mentors and interns to engage in clinical program-related activities during the school day has not been changed. With one of the cohort groups it was achieved, with another, only partially so.

Recruitment/Selection Processes

Perhaps the most important changes in the plan in response to the shifting context lie in the recruitment and selection strategies. This was originally planned to be a joint central Board of Education/College recruitment of recent or prospective holders of bachelor's degrees to become, at the same time, teachers in the schools and interns in the program. The shift in collaboration structure automatically meant that the potential intern pool would be the uncertified TPD teachers in the school or district with whom an agreement is made. These teachers, and simultaneously, prospective mentors are recruited directly at the school sites in cooperation with site administrators. Participation in the program at all sites remains voluntary on the part of interns and mentors. The intern and mentor selection criteria remain essentially the same, but have been adjusted somewhat to permit the coordination of this program with Board of Education Intern-Mentor programs for the same teachers.

Program for Interns and Mentors, Intern Evaluation Process

The programs for mentors and interns, their structures, instructional content and activities, and intern assessment strategies were not altered by changing contextual considerations. To some extent, however, the outcomes of the program for the urban cohort were impacted, if not by the tide of rapidly changing regulations, political alliances and positions, legislation and new programs, at least by the ambiguity and confusion that followed in its wake.

MAJOR OUTCOMES

The guiding questions for the assessment of this program were very basic. We wanted to know how participants, both mentors and interns, experienced this innovative program, what they learned from it, and whether they were able to use what they learned in their work. Because the program is jointly offered to teachers by the school and the college, and thus is very different from the usual way of doing teacher induction and teacher education business for schools and colleges in New York City, it was also necessary to document how the program integrated with, related to, and worked with or against both school and college contexts.

In designing the assessment strategy, we did not attempt to frame research questions that would be amenable to quasi-experimental designs. We did not feel that at this point in a program that is still evolving that those kinds of questions and evaluation designs would be a particularly appropriate strategy. We chose instead, a more qualitative strategy that trades off a degree of certainty about results for illumination about a phenomenon and extended understandings of the outcomes of the program. We believe that this approach provides the kind of information needed not only by program developers of this project in order to make improvements in it, but also by those in other locations who seek to develop similar programs.

A wide variety of data collection tools were woven into the routine administrative procedures or instructional activities of the program: participant journals, critical incident reports, observations, interviews, questionnaires, and a variety of course assignment work sheets. While many of the data collection tools constitute self-report and might be suspect on that count, several factors lead us to believe that we have obtained truthful honest reporting. First, conscious norm of sharing, confidentiality, trust, and helpfulness were established early in the program and are reflected in the utter candor with which interns and mentors alike reported their frustrations and failures as well as their successes and "Aha's." Second, because information was collected from multiple sources over multiple occasions, we were able to look for and found confirmatory evidence of important outcomes from more than a single source.

With these caveats in mind, we present the important outcomes for each set of guiding questions below.

Interns' Knowledge and Use of Effective Teaching Practices

There is a considerable amount of data from the interns themselves, confirmed by mentors' and administrators' reports that the interns acquire, use, and value the content of the program. While we expected this, we were, early on, impressed with the speed with which interns began to make use of the content in a wide variety of situations. We know, primarily from the urban cohort, that most of the research-based knowledge of the program was operationalized in most interns' classroom on a daily basis by the end of the program. That which was not, had been presented to them for their consideration only during the final month of school. They had not had sufficient time to integrate it; to think about it, to plan for its use, to "try it," to see how it worked.

While there were important differences between the conditions and contexts of the program for the two cohort groups, we found that the urban and suburban interns had much in common with respect to the ways and settings in which they used research-based knowledge about effective teaching. It seems that this body of knowledge is so basic to classroom functioning, and so powerful for teachers when they use it, that they naturally find ways and means of extending its use.

There is a great deal of data, particularly from the urban cohort again, that the interns, mentors, and at least some of the other teachers in the school who were not involved in the program started to construct a shared language for talking about teaching. While this outcome may help to overcome the isolation of the classroom that all teachers, but especially new ones feel, the most interesting aspect of this outcome for us is the fact that the vocabulary of the shared language is the vocabulary of research. Contrary to popular belief, the research language is "user friendly." Interns and mentors in this cohort group not only used it in their communications about teaching, they also realized that they had acquired a shared language and, at times, had fun with it.

Interns' Sense of Professionalism, Belonging, Confidence

There is no doubt that the interns' sense of confidence as teachers was enhanced. They attribute a great deal of that to the program. According to the results of a questionnaire that they responded to at the end of the program, the urban interns felt that it was very true that program effects for them included: knowledge of what to do and how to prepare for the next school year; greater pride in their profession; greater awareness and use of alternative teaching techniques that are possible; more information about how other teachers in their school teach; improved ability to observe and analyze their own teaching; a better understanding of why some teaching techniques work and others don't; improved abilities to plan instruction and communicate with children; and a better sense of exactly what it is about teaching that they are particularly good at.

We feel that the strongest indicator of their increased sense of belonging in the school and in the profession as well as their increased confidence as teachers is that none of them are leaving teaching, although one has made a change from public to private school.

There are indications that the program impacts colleagueship in the school even beyond program participants. Interns felt that the mentoring process resulted in quicker acceptance of them by other teachers in their schools, and thus opened avenues of additional resources to them. They found it easier to go to other teachers for advice and assistance. There is some evidence to indicate that where this program operates for a large number (about one-third) of the teachers in a school, not only does increased colleagueship occur, the program norms and language spill over to other members of the staff. Given the research on collegiality in schools that indicates that teacher sharing of ideas about and techniques for teaching can have strong effects on the learning of children in the school, we consider this a particularly significant finding.

Mentors' Knowledge and Use of Effective Teaching Practices and Mentoring Skills

From some of our data sources, we were able to see that, in most cases, the program impacted the mentors' knowledge and use of effective teaching practices and mentoring skills in both their own teaching and the teaching/assisting of interns. From other data sources, it became clear that experienced teachers had so well and naturally integrated the research-based knowledge about effective teaching and the knowledge about effective mentoring with their own experience of teaching that they often could not be seen apart. When asked directly, they differentiated these outcomes. From journal, logs, and critical incident reports, we saw the integration.

On the whole, program outcomes for mentors vary with respect to both the research-based knowledge about effective teaching practices and the development of mentoring skills. For some, knowledge about effective teaching practices derived from recent research was reinforcing and legitimized the teaching practices they had been engaged in for years. They appreciated having the vocabulary or "labels" for these practices and found them helpful in assisting interns. For most of the mentors, the knowledge about effective teaching practices combined with the mentoring skills they acquired, particularly the observation and conferencing skills, helped them to re-evaluate their own teaching practices. In a sense, they had to look more closely at their own teaching and "break it down" if they were going to help others. They had to clarify, for themselves, just what it was they did in certain situations. In many cases, this resulted in changes in the mentor's own teaching: new realizations; new adjustments; new extensions; increased repertoires; and, for some, some very different techniques.

Usually, awareness on the part of mentors for need of the research-based knowledge and mentoring skills came when there was a problem or issue that the intern was grappling with or when there was a problem or issue in the mentoring process. The very experienced teachers, those who had been teaching for twenty years or so, strongly acknowledged the benefit of learning this knowledge base. Most of the research was done after they had completed formal teacher education programs. As they experienced the program, they saw the things in their teaching that had become so routinized they were simply unaware of them.

Mentors' Sense of Professionalism, Interest in Teaching, Confidence

To date, and without exception or qualification, mentors experience their role as professional renewal, enhancement of status, and a "recharging" of their own teaching techniques and strategies. **Their greatest reward was in being able to share their knowledge with new teachers and in helping them to use it to succeed.** As the program proceeded, they made such unsolicited comments as, "I was thinking of retiring at the end of this year, but now there are too many things I want to do in my classroom next year," and "It has been wonderful to share the excitement of the new teachers as they have made discoveries about what works, " or "I learned as much from my intern as she learned from me."

Taken across all data sources, these kinds of effects for mentors may be summarized as: increased interest in their work; a sense of growth that comes from "taking a second look" at their own teaching; an increased repertoire of teaching ideas; an emergence of leadership qualities; new avenues for increased interaction on a more in-depth level with their colleagues; and, most important, pride and satisfaction in the success of the interns.

Experience of Interns and Mentors With the Program

On the whole, almost all interns and all mentors liked the program, would recommend it to others, and would repeat the experience if given the choice to "do over again." To say that they liked it, that they judged it to be a good program, does not mean that they liked everything about it. Over the course of the program, many issues and concerns were raised by interns and mentors. Where troubles, problems, or concerns were resolved, interns and mentors looked back and saw things positively. Some concern or issues were not resolved but did not seem to effect participants' reactions to the program other than to offer recommendations or suggestions. Some unresolved issues appeared to elicit generalized negative comments and caused some specific frustrations for some mentors and/or interns. We divide the presentation of this information: those aspects of the program most highly valued by the participants, and those issues that caused concern for mentors and interns.

What Interns and Mentors Valued Highly

Without question, interns valued most highly the intern-mentor relationship and the availability of on-site assistance during the school day. They liked the fact that they were awarded university credits for engaging in intern-mentor activities and on-site seminars. They appreciated the norms of the program: confidentiality, trust, helpfulness, and especially sharing and the kinds of interactions with their colleagues and with college instructors that these norms fostored. They appreciated the immediate applicability of the content to their classrooms. As one teacher said, "The topics of the program mingle with my classroom -- they go hand-in-hand, and they mesh."

One of the most exciting outcomes of the program is the way in which teachers, both interns and mentors, came to value research on teaching as being valuable to them in their work. We strongly suspect that the non-prescriptive way in which research-based knowledge was presented to them in the context of their daily tasks and concerns and questions about teaching combined with the meaning of that knowledge as it was extended for them by experienced teachers had a great deal to do with the ultimate value they placed on it.

The mentors placed particular value on the mentor training. They liked what they got, used it, found it valuable and, without exception wanted more of it, wanted it to start earlier in the program and continue longer, and wanted more university credit for it. Since we had been hesitant to require this of all new mentors, we were, frankly, relieved to see this finding. Based on our experience, not too many experienced teachers would want to continue long in mentoring without the support that this training provides for them.

Issues of Concern to Mentors and Interns

The issue or concern that we believe was most serious, though not widespread, is the issue of intern-mentor mismatch. There are instances when, for whatever reason, interns and mentors cannot develop the mutual respect and trust that are necessary if both are to benefit from the activities and relationship. Of the twenty-nine intern-mentor matches in the sample of two cohorts studied, this became an issue in three cases. In two of those cases, the issue was ultimately resolved, and the pairs went on to function productively in mutually acceptable ways, but the period of adjustment was difficult and diverted energies that might better have been put to use in other ways if the persons concerned had not had to deal with this problem. In the third case, the issue was not resolved in spite of the best efforts of all involved. The intern in this case found little of value in the program.

We believe that the odds for "making good matches" can be better than we experienced with these twenty-nine pairs; that they can and should be maximized. The experience of mentoring programs elsewhere indicates that in order to maximize these odds, the matches should be made so that intern and mentor already share much in common: same grade level or subject area teaching assignments, close physical proximity of the locations of their classrooms, similar interests and backgrounds, etc.. While program staff did not assign mentors to interns, we feel somewhat responsible for not sharing that knowledge in more detail with those who effected the matches before they were made. That won't happen again. It may also be possible and important to have a fail-safe option so that reassignments can be effected.

Interns particularly, but mentors as well, were initially concerned about confidentiality. We experienced only one breach of this norm and, with some difficulty, intern and mentor were able to work though the problem. Other concerns about confidentiality dissipated as particpants experienced the program. Interns and mentors were initially concerned about the potential for conflicting mentor/administrator philosophies and that they might be caught in the middle. There were two incidents of this kind, both were worked through to everyone's mutual satisfaction, but the issue itself speaks to the important role that school supervisors play in the success of this program. It is probably more successful where supervisors are aware of details of the content and where they see the program as an extension of their area of responsibility: where it helps them to be better at their own job and provides staff development for their charges that one supervisor could not begin to provide in a context that is free from concerns about supervisory evaluations.

For the interns of the urban cohort, the complexity of the regulations and procedures pertaining to state certificates, city teaching licenses, salary increments for university credit-bearing courses, as well as regulations regarding state-mandated internships for uncertified teachers led to an inordinate amount of confusion. We attempted various strategies for sorting out these issues for the interns and were not successful until both the project director and officials of the school system's division of personnel met with the interns together to give them both general information and information regarding their own status with regard to these issues. Someone should develop a continuously up-dated flow-chart to guide new teachers through this maze. While this was one example of how the program came up against the established bureaucracy of the school system, there were other examples of how the bureaucracy of the college caused aggravation for the interns and mentors. In retrospect, we do not think we had prepared adequately for dealing with the bureaucratic necessities of either of the systems.

A serious practical issue for the urban interns concerned money for tuition and fees to pay for the program. Being a public university, the costs were relatively low but still represented a significant amount for persons who had not planned to spend that much on education at that time. They were willing to pay the costs, thought it was worth it, but experienced difficulty meeting payments when they were due. While we were able to effect some relief for them, means should be sought to either underwrite a portion of the costs or to establish a deferred payment plan that extends for a period beyond the year of the program.

Time was an issue for the interns and mentors in several regards. Where released time was provided for mentors and interns according to state pilot program guidelines, they felt they had enough; where it wasn't, they didn't, and we agree with them. We found that scheduling of the seminars is better spaced than massed; from both the participants' and instructors' points of view.

Experience of Schools With Program

Administrators who experienced the program in their schools were very pleased with it. They felt that the program had given participants a great deal of practical assistance to improve their teaching. They pointed to increased collegiality among participants (and in some cases, among staff not participating) as an unexpected benefit of the program for the school. In some cases, administrators saw the program as a way of insuring that practices they wanted teachers to use were used; in others, they saw the progress made by teachers, the knowledge, understandings, and new teaching techniques, as complementary to or supportive of administrative goals for instruction. Without exception, they wanted the program to continue in their schools.

Data from the program assessment indicate that, in order for this program to be most successful for a school that the administrative role with regard to it is critical. While the general administrative context and philosophy of schools participating in the project differed significantly, the administrative factors most important for the successful operation of the program require frequent communication between college and school supervisory personnel before, during, and after the program. Planning for releasing teachers from classroom duties to participate in the program is best done well in advance of implementation. When this is done early enough, scheduling for continuity and coverage of curriculum for pupils is viewed as a total school staffing issue rather than as a matter of providing substitutes to cover classes. In that case, creative, educationally sound, and politically acceptable solutions emerge.

It is important that supervisors and college personnel confer regularly, if briefly, about the content of the seminars and clinical activities to develop shared expectations of what interns and mentors will learn and do. It is extremely important that these communications do not violate the confidentiality norms of the program: between supervisor and teacher, intern and mentor, college personnel and participating teachers. Where shared expectations about the program develop, administrators and supervisors view the program as an extension of their role; as a way of providing staff development that they themselves could not begin to provide alone. In addition, regular communication about the content and objectives of the program permit modifications that mold the program to the contextual conditions of the individual schools.

Experience of College With the Program

At the college, the program is seen as a positive development by both faculty and administrators. It is viewed as "forward looking," and in keeping with the direction that new program development ought to take. It is recognized as meeting a need that previously established programs did not meet in ways that are in keeping with recent state and local mandates for reform in teacher preparation. It is consistent with the Education Department's goal of working more closely with schools and districts in the city and has been valued as serving as a pilot for the development of other school-college joint ventures.

To say that the program was seen as a positive development at the college does not mean that the development and implementation of the program did not cause concern over important issues. Two issues, particularly, impacted program design and implementation. One issue, involving the appropriate balance between clinical and academic activities for graduate programs, was brought to a somewhat uneasy resolution for this program. It is likely that there will be continuing attention to this issue both in future revisions of program content and in the development of new programs for teacher education. The other issue, arising from the academic year mis-match between school and college calendars and the special procedures that had to be developed for generating and maintaining official college records for interns and mentors, has not yet been resolved to the satisfaction of all concerned.

IMPLICATIONS

In this project portrayal we have attempted to describe and summarize the evolution of the Baruch College/New York City Teaching Internship. We have presented the major issues and approaches taken in the development and demonstration of the program and summarized the major outcomes from the program assessment. We believe that there are lessons from the work that may inform other institutions in other contexts who undertake the development of similar programs.

The program, as it was demonstrated, did the job it was designed to do. It helps beginning teachers to adjust to the demands of teaching by providing them with important concepts and principles that have immediate application in their teaching situations and which they find useful and valuable. It provides on-site assistance in the form of an experienced teacher-mentor-college adjunct clinical instructor. The mentors help them to understand the meaning and application of that knowledge in the local context in which they are working. The program assists mentors by providing them with knowledge about and skill in mentoring which they find immediately applicable in the situation and which they value. The program accomplishes these things through a process that is marked by a high degree of colleagueship and cooperation among all of the participating institutions and individuals: schools and colleges; teachers, administrators, and college professors.

Some of the program outcomes for interns and mentors were expected. The research base that was analyzed to undergird program design told us to expect those outcomes. Other outcomes were unexpected or exceeded our expectations. We expected that beginning teachers would appreciate and find useful the research-based knowledge about effective teaching given the context and conditions under which it was introduced to them. Most of them did. We did not expect that they would use this knowledge as quickly as some of them did or that they would integrate it so rapidly into their usual teaching routines. We did not expect that the labels of this research would become the "software" for effecting efficient communication about teaching among program participants in much the same manner as it does for the researchers themselves.

We regard this finding as extremely important for the professionalization of teaching. In the well-established professions, members of the profession are routine consumers of research. The producers of the professional knowledge base communicate with them using a common language and practitioners look to the researchers for answers to intractable problems. The shared vocabulary and the concepts and principles the language represents are transmitted to practitioners through professional education. In too many instances in the field of education, the language of the researcher and the language of the teacher are incomprehensible to one another which, for teachers impedes the use of the knowledge that the researchers have produced. Is this the "fault" of teacher educators? Have they not done their job of transmitting the professional knowledge base? Too often, teacher educators who have helped undergraduate prospective teachers to acquire research-based knowledge about effective teaching have been disappointed to see their graduates reject, forget, or simply not use the knowledge they had acquired when they begin to practice. The knowledge is dissipated and replaced by mostly self-learned survival strategy concepts and principles. These survival principles then form the base from which teachers generate strategic knowledge.

Based on our experience with this program, we suggest that it is not the language itself that is incomprehensible, but the context and conditions under which it is usually learned that may be at the heart of the problem. Too often, it is simply not memorable because it is too far removed from the conditions of experience that would make it memorable. Certainly, not all of the knowledge base can or should be transmitted through combined teacher education-teacher induction systems. But we do think that our experience demonstrates that this kind of program, where school and college cooperate to provide important learnings for new teachers as well as support for using that knowledge as it helps them to answer the questions that beginning teachers have, helps fledgling professionals in our field not only acquire, but also to use, hold on to, and then build their strategic knowledge upon a sounder base than self-generated survival strategies. The knowledge base transmitted to teachers in this way can become their base for survival - and then the base for their continuing professional development. Knowledge of powerful concepts and principles learned in the context of this kind of program takes on a rich, extended meaning that makes it memorable and adds to its power.

We expected that experienced teachers would value the mentoring experience and learn and grow from it. Research and experience with similar programs elsewhere indicated that they would. The program design attended to the selection and training/support system for these teachers as well as incentives for their participation; all things that the research had indicated would be important factors in the success of the program for them as well as for their interns. The planning committee that designed the program debated long and hard over requiring experienced teachers to engage in credit-bearing experiences to help them acquire knowledge and skills that would make their experience of teaching more available to new teachers. Based on our experience, not too many experienced teachers would want to remain in mentoring without that support. The only problem with the mentor training, from the mentors' perspectives, was that there was not enough of it. All of them not only wanted more, they wanted more university credit for it. We did not expect that.

We had real questions about how experienced teachers would react to, integrate, and use the research-based knowledge of the program in both their own teaching and in mentoring. We wondered if it would be "new" to them or "insult" their knowledge gained over the years. Our experience indicates that they found this knowledge useful not only to their mentoring, but also, in most cases, to their own continuing development as classroom teachers. For many, it was new knowledge in that it had been generated after their formal teacher education had been completed. Most importantly, however, all of them used this knowledge and the opportunity of the program to "take a second look" at their own teaching. In order to help new teachers, they had to "break down" what is was they did in teaching situations, reflect on it, and "repackage" it for their newer colleagues. They found the research-based knowledge of the program very helpful in this respect and valued it for that. For most of them, the knowledge also functioned as a powerful reinforcement of their beliefs and practices, and that improved their confidence as teachers and helped them to feel a part of a larger community of teaching.

In retrospect, we should not have had any hesitation. Developing this sort of program or, for that matter, any kind of program that puts teachers into a new role in the school without providing them with all of the relevant knowledge is not only unfair to them, it assumes that experienced teachers are as good as they are going to get. Our experience with this program demonstrates that very good, even the best, of teachers can get even better.

We expected and did our best with this program to help new teachers develop a sense of professional collegiality with their more experienced peers. There is research that tells us that heightened collegiality not only makes life in schools better for teachers, it also has important consequences in the enhanced learning of children. The program design took this into account. We assumed that, in time, and combined with other changes in schools that seem somewhat likely to come about, that that colleagueship would spread. We did not really expect that the colleagueship established by the program would spill over to other members of the teaching staff, but we hoped it would. There are some strong indications that it did, especially where close to one-third of the staff of a school was involved in the program in some way. Not only did other members of the staff become more sharing and cooperative, there are also indications that they picked up some of the language, concepts, and principles of the program as well as some of the processes established with the interns for looking at their own teaching. To what extent this happens, we cannot accurately say: the data we have are not good enough. But we know that it happens and believe that that is good. Future implementation of this program itself, and the development of similar vehicles ought to be alert to this possiblity, encourage it where possible, and document what was done and what happens as a result to shed more light on this phenomenon.

Three years ago, we set out to develop a program targetted to meet the needs of beginning elementary teachers in an urban context who did not possess the education background that would qualify them for teaching credentials. We expected, through the program, to be able to help them to acquire knowledge that they needed to function in the classroom as well as university credits to enable them to obtain credentials and get "on-track" in established professional education. We did not, at that time, expect that the same program, with some modifications, would be of as much value to beginning teachers in a very different context; teachers who possessed initial credentials based on prior teacher education, and who were teaching at secondary as well as elementary levels. The fact that the program was successful, useful, and valued in both situations by administrators as well as participants, speaks to the importance of the key elements of the program. Most importantly, it underscores the power of school/college collaboration in program design and program implementation.

We expected that it would not be easy to establish this program. It wasn't. It involved new roles and relationships in schools and college and between schools and college. These had to be developed within and relate to a larger political and regulatory context that was rapidly shifting in the sea of education reform. B. Othanel Smith, in Teachers for the Real World referred to change in teacher education as being like "changing the tire on a moving vehicle." We now know, from experience, what that means. The program also had to work within two separate large, complex, bureaucratic systems. Most of the concerns of program participants, school administrators, and college faculty and administrators, whether they were resolved issues or unresolved issues had to do with one of these three factors: the establishment of new roles, the political and regulatory context of the project, and the bureaucratic systems in which it was embedded.

The project was most successful in dealing with issues for participants surrounding the establishment of new roles. For participants, these issues were resolved by experiencing the program. The concerns themselves were similar to the concerns of any persons entering into a new venture. They could only be resolved by testing the waters.

The response to bureaucracy was, in some respects, to build a bureaucracy within the bureaucracy. The ultimate success of this strategy remains to be seen, but for the time period covered in this report, it resulted in aggravation for mentors and interns, college project staff and college administrators, and for school administrators in the urban location. The past experience and familiarity of these individuals with the unresponsiveness of bureaucracies probably went a long way in helping them to shrug off or deal with these concerns in a most good-natured manner. All of them seemed to take a "what can you expect" attitude and while not particularly liking it, were able to accept it. We do not believe that these issues are resolved yet. Further work needs to be done.

That the program was implemented in the first place speaks to the importance of flexibility in teacher education programs. If we had not been able to respond to the shifts in political and regulatory contexts by making adjustments to the key elements of the program, it would not have been demonstrated at all. This underscores, again, the importance of collaborative planning for policy matters. The extent to which this program will continue to grow and develop in the future and the extent to which similar school-college ventures can be mounted at all seems to be highly dependent on continuing knowledge about, analysis of and, most of all, the ability to quickly respond to these considerations. We believe that the outcomes for both new and experienced teachers as well as for the profession, make the difficult tasks of establishing these programs worthwhile.

INSTITUTIONALIZED FEATURES OF PROJECT

All elements of this program will be continued after the OERI project is concluded. A major goal of this project has been to work toward institutionalization of this program in the college and in the public schools and many of the decisions made about program design and implementation were made with that goal in mind.

During the 1987-1988 academic year, special attention was given to plans for program continuation in subsequent years. Faculty of Baruch's Early Childhood and Elementary Program Center considered and made decisions about the coordination of this program with other program offerings at the college, and conducted an analysis of the resources needed for the continuation of the program. The college appointed Dr. Bernard Friedman as coordinator for the on-going administration of the program. Dr. Friedman, a former New York City Community School District Superintendent, started working in the spring to effect final arrangements for the fall 1988 cohorts of interns and mentors. The plan for continuing implementation has been coordinated with key individuals from each of the constituent groups of the policy board and will be the joint effort of Community School District #5 and the college. Continuing implementation of the program will also be coordinated with the New York City Board of Education's Intern-Mentor Programs.

In addition, the United Federation of Teachers and Baruch College have developed a joint proposal to the City University of New York Worker Education Program to obtain funding to support the continuing development of the program. This proposal, which at this writing seems highly likely to be funded, will also enable a cohort of approximately one hundred interns and mentors to participate in the program with the financial relief that was recommended as a result of the implementation study documented in the program assessment report.

OVERALL STRENGTHS AND WEAKNESSES

In retrospect and in summary, this project has done what it set out to do. While the project can be considered a success from many perspectives, there are some aspects of the work that we believe, on the basis of the data we have collected, that have been more effective than others. On the most effective side, we point to the program components and features that are undergirded by or closely related to a strong or relatively strong research base: namely, the program process and content for both interns and mentors. It is interesting to note that where we listened to the lessons of the research whether in program design or program content, the outcomes far exceeded our expectations.

There is no doubt that the least effective of our endeavors was in dealing with the bureaucracies, both school and college, in which the program is lodged. Any school-college joint venture must face the fact of separate bureaucratic system elements. In this project which combined teacher induction with teacher education, elements of scheduling and personnel record keeping within the two systems were at great variance. It was not possible to operate the program only in one system or the other, nor was it possible to merge them. The response to these differences was, in many respects, to build a bureaucracy within the bureaucracy; to develop a set of procedures unique to the program but acceptable to each of the systems as an exception or special case. The ultimate success of this strategy remains to be seen, but for the time period covered in this report, it resulted in a great deal of aggravation for mentors and interns, college project staff and college administrators, and for school system administrators. Those involved were able to deal successfully with the concerns that these kinds of problems raised; no serious or lasting harm was done to either persons or the program. Nevertheless, we do not believe that these issues have been resolved yet. The lesson we have learned with respect to this issue might be stated as an extension of Murphey's Law: In collaborative school/college programs, no matter how well prepared you think you may be for dealing with the bureaucratic necessities, you really aren't.

PRODUCTS AND DISSEMINATION ACTIVITIES

To date, most of the dissemination activities completed for this project have been papers for presentation at professional meetings (National Council of States on Inservice Education, 1986; Association of Teacher Educators, 1987 and 1988; American Educational Research Association, 1988) or brochures, flyers, or information packets for prospective interns and mentors or for collaborating school districts. These materials or reports of them have already been sent to OERI.

The dissemination plan and products that will be completed in the coming year include:

> A monograph in collaboration with persons representing three other development/demonstration projects (Peabody/Vanderbilt, Ohio State, Kent State Universities) on the use and results of using research to improve teacher education in the pre-service/inservice continuum of teacher education;
>
> An AERA follow-up symposium stressing data analysis and results of the evaluation of four development/demonstration projects spanning the pre-serice/inservice continuum of teacher education (in collaboration with the projects mentioned above);
>
> An ATE symposium focussing on implications for practice based on the program assessment of four development/demonstration projects spanning the pre-service/inservice teacher education continuum (in collaboration with the projects mentioned above);
>
> A presentation at the New York State Inservice Education Conference held annually in December in Albany. This presentation will highlight the experiences of several interns, mentors, and school administrators with the program.

Since the second year of this project, a major part of our dissemination plan has involved the publication of a manual for the program. This manual has developed over two years based on the instructional content and processes used with three cohorts of interns and mentors. The manual, a draft copy of which is appended, is currently under revision based on the assessment of and experience with the program during the 1987-1988 academic year. In the last several months, we have also revised our plans for the publication of this manual and are now considering, with several publishers, the production of a book that includes the manual as revised, but that also addresses the larger scope of questions addressed by this highly unique project and program.

DRAFT

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A Research-Based Internship for Emergency Credentialed Teachers

PROGRAM MANUAL

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THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP
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A Research-Based Internship for Emergency Credentialed Teachers

PROGRAM MANUAL

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PROGRAM PHILOSOPHY

The Baruch College New York City Teaching Internship Program views teaching as a reflective, decision - making activity that is based on:

(1) practitioners' knowledge of students and the workplace;

(2) practitioners' knowlege of effective teaching strategies and how to implement them; and

(3) teachers' knowledge of subject matter and how to structure it.

This broad storehouse of knowledge is used by effective teachers to inform the multitude of important decisions that must be made in the course of each teaching day. Berliner (1984) reminds us that teachers make about ten such decisions each hour in evironments in which they have about fifteen hundred interactions each day with individual children on different issues while simultaneously supervising classes of thirty students. The ways in which effective teachers use their knowledge to make teaching decisions and the manner in which they acquire that knowledge as they develop professionally are important considerations underlying the way in which this program is conceived and structured.

Experienced effective teachers frequently think of themselves as "doing what comes naturally." In fact, they no more do what comes naturally than the accomplished pianist who has spent untold hours polishing and perfecting performance through practice, listening to and analyzing their own performances and the performances of others, and reflecting on nuances of interpretation and meaning; all of that being based on a solid grounding in music theory. Expert teachers, like experts in other fields, don't consciously apply rules, make decisions, or solve problems. What comes "naturally" to them, what "works for them" is effective because they have integrated the various domains of knowledge base, the subject matter and the rules into a coherent sense of the overall task. Dreyfus and Dreyfus (1986) contend that in all cases, learners go through a number of stages from novice to expert, and that these stages are characterized by decreasing attention to rules as the integration of knowledge and experience takes place.

Shulman's (1986) perspective on teacher knowledge, its domains and its forms is particularly useful in thinking about how beginning teachers, especially those who approach practice without rudimentary preparation in pedagogy, might most effectively be helped towards achieving this integration while simultaneously concentrating on mastering the "rules." This concepts also places the planned use of research-based concepts and principles for this program into a broader framework of the total knowledge base for teaching which extends far beyond the propositional knowledge about the tasks of teaching that constitute, in part, the knowledge to be addressed in the internship program.

Shulman posits three forms that teacher knowledge may take: propositional knowledge, case knowledge, and strategic knowledge. Much of the knowledge that has resulted from recent research on teaching is formulated as propositions. One synthesis of that research that has been most useful in planning and developing curriculum and evaluation procedures for this program is presented in propositional form in Domains: The Knowledge Base of the Florida Performance Measurement System (1980). However, the representation of knowledge in the form of propositions, whether drawn from research on teaching (principles), practical experience (maxims), or as a result of moral or ethical reasoning (norms), presents a distinct disadvantage to learners. Propositions about teaching practices are economically stated but devoid of context that gives them practical meaning for particular situations. Bacause of this, propositions, though powerful when used, are difficult. Consequently, there would not be high likelihood of teachers finding knowledge presented in this form particularly practical or useful.

In order for propositions about the tasks of teaching to gain meaning for teachers, they need to be presented surrounded by the details which make them memorable. Case knowledge, Shulman contends, provides the rich context that makes principles memorable. Other professions use the case method to effectively teach theory, principles, and laws to practitioners. In teaching, the use of case knowledge to make propositions more meaningful ought to make propositional knowledge more accessible to memory and, thus more useful for teachers as they engage in their daily work.

Shulman is not the only educator who has called for the presentation of teaching theory and propositional knowledge to take place within the rich context of cases or instances that make them memorable. His proposal for the development of case materials for the education of teaching professionals is akin to the efforts of the recent past to develop protocol materials to provide instances of important concepts in teacher education. As appealing as the idea is, and it is appealing, the feasibility of the development of case materials is only slightly better than the feasibility of protocol materials. The history of the protocol materials projects shows that 1) it was not possible to comprehensively address the knowledge base in the development of these materials (for any number of practical reasons) and 2) materials that were developed in one part of the country or for one kind of context (i.e., urban vs.rural), were not necessarily helpful in another because of the contextual differences encountered.

Given the lack of availability of these materials (protocol or case), an internship program that combines the education of teachers with apprentice level practice may be the most appropriate context for delivering this kind of knowledge to teachers. We envision that the cases routinely encountered by the intern and mentor teachers of this program will provide the experiences to be reflected on by reference to propositional knowledge. The approach to be taken here is much like that taken by medical interns and their clinical professors in the making of "grand rounds." In making these rounds, interns present patients they have worked with, their symptoms, data about their condition, treatments that have been attempted, etc., and interpretations about and around the cases. Clinical professors monitor this work, help the interns to make connections between the rules and the particular case, and extend the meaning of the experience by reference to context, theory and research.

This process, which we hope in some respects to be able to emulate, ought to help the beginning teachers to acquire a set of powerful propositional knowledge consisting of principles drawn from research, maxims drawn from experience, and norms derived from the culture and context of the school. Further, this knowledge ought to be easily brought to mind for use in their classrooms because of the rich contextual meaning inherent in the form of the presentation.

Thus far, we have addressed the beginning teacher's concern with and need to master the "rules." Helping them along the road towards achieving the integration of knowledge that underlies experienced teachers' claims of "doing what comes naturally," is another matter. What Shulman calls strategic knowledge is knowledge that is generated to extend understanding when single principles are contradictory or when cases provide contradictory interpretations. When teachers use strategic understandings, they move beyond general rules to use content and rationale in formulating reasoned professional judgement to guide practice. He says that, "knowledge of the relevant propositions and cases is needed to form the underlying knowledge base. Strategic knowledge must be generated to extend understanding beyond principle to the wisdom of practice." (p.13) We believe that the examples set by the research professor and the experienced teacher-mentors in this program as they reflect on school experiences with the interns will point the way for the interns towards this level of professional knowledge.

CHARACTERISTICS OF THE INTERNSHIP PROGRAM

The internship that has been implemented contains a number of characteristics that represent significant change in teacher education and induction in New York City. Most of the the characteristics have been well grounded in recent research on teaching and teacher education. All have been grounded in analysis of the needs of beginning teachers as they have been manifested by course participants.

1. The curriculum for the courses that constitute the program have addressed reliable knowledge about effective teaching as well as consideration about how that knowledge could best be used in the local school and community district. NOTE: The research has not been delivered in a prescriptive manner.

2. The curiculum has been sequenced and spiraled to be responsive to the progression of concerns expressed by participants and reported in the literature.

3. The courses in the internship program have been delivered for the most part at the school site not at the college.

4. The courses have been formatted such that the interns have been able to apply the knowledge they have acquired in seminar to their daily classroom decision making. This has been done with the help and support of a mentor teacher and the assistant principal.

5. The program has provided interns with graduate credit that may be applied towards and consist of the first year of study in a master's degree program in elementary and early childhood education.

6. The program has been taught jointly by mentors functioning as adjunct clinical instructors for the college and by a college instructor functioning as the research professor.

7. Mentors have completed two three credit graduate level courses to prepare them for their role as mentors.

8. Both mentors and interns have been released part-time from their regular teaching assignments to participate in the program.

9. Courses have been mutually planned, monitored and adjusted on the basis of participant concerns, needs, school culture and local context.

OVERVIEW AND GENERAL INFORMATION

1. Program's Research Knowledge Bases

Effective Staff Development -------------Program Design

Effective Teaching ----------------Intern Course Content

Beginning Teachers' Needs --------------Intern Course Sequence

Teacher Development -----------------Mentor Training

II. Program

To individulize this program for each teacher, school, and district demands very close working relationships between the schools and the college. The necessary collaboration is achieved in part through a district coordinating committee, and in part through co-teaching arrangements for instruction. Each intern's mentor is assigned by the college as an adjunct instructor to co-teach courses with a regular member of the college faculty. To qualify as a mentor for this program, experienced teachers must complete a mentor training program (either before their interns start the program or at the same time).

The courses in the program are divided into three phases or modules.

Module 1

For Interns:

EDU 9824 Classroom Management and Organization - 3 credits

EDU 9880 Teaching Internship (1) - 2 credits

For Mentors:

EDU 9842 Supervision of Analysis of Teaching - 3 credits
(Mentoring New Teachers)

Module II

For Interns:

EDU 9821 Analysis of Teaching - 3 credits
EDU 9881 Teaching Internship (2) - 3 credits

For Mentors:

EDU 9843 Supervision of Self-Assessment of Teaching - 3 credits

Module III

For Interns:

EDU 9832 Strategies for Teaching - 3 credits
EDU 9882 Teaching Internship (3) - 3 credits

The internship consists of a total of 17 credits. Successful completion results in college recommendation for provisional certification, and nine credits applicable toward a master's degree.

The mentor training consists of a total of six credits. Successful completion results in eligibility for college adjunct position in this program.

III. How it Works (For each module)

Interns in 14 sessions, each 2 1/2 hours

Mentors in 14 sessions, each 2 1/2 hours (1 1/2 overlap with interns)

A	B	C
Mentor Seminar	Interns and Mentors Seminar	Interns and Mentors Field Experience
1 hour	2 1/2 hours	1 1/2 hours

IV. Course Requirements

A reasonable number of:

- Logs and journals
- Critical incident reports
- Audiotapes of conferences
- Videotapes of lessons
- Questionnaire and/or interview
- Written/oral reports of how it worked

are required.

Module 1

TITLE: Classroom Management: Theory & Practice
Teaching Internship I

DESCRIPTION: This course is a study of theory, research and practice in two areas -- classroom management and instructional management. The emphasis is on the application of research in the areas of planning and implementing and evaluating classroom pratices designed to foster appropriate student conduct and student learning.

The course is designed specifically for the newly hired uncertified teacher who will be working as an elementary school teacher in New York City.

RATIONALE:

- Beginning teachers need to quickly gain a feeling of competence in instructional planning, presenting, managing and evaluating skills.
- Beginning teachers need to learn about the specific characteristics of the workplace, their colleagues, and their pupils if they are to function adequately in that particular environment.
- Beginning teachers need a great deal of assistance and guidance in gaining these skills and understandings to overcome the feelings of being abandoned and alone and, in fact, to socialize them to high standards of professional conduct. The guidance that they need must be readily available and preferably from people on the scene--what we are calling mentor teachers in this project. (The Baruch College - New York city Internship Proposal, 1986)

SESSION ONE: A

As a result of completing this session, mentors will:

1. Begin to uncover key elements of mentoring which elicit trust and credibility.
2. Compare and contrast literature-based concerns of beginning teachers and "real" concerns based on observations of their interns and their own early experience as teachers.

ACTIVITY #1

Memory Walk: Mentors listen to the following statement adapted from Daloz (1986).

At the heart of development is trust, a willingness to let go, to risk, to listen to voices we often shut out, to receive what someone else has to offer. Such trust rarely happens in a vacuum.

Think of someone you trust.

Why do you trust this person? Is it because you trust yourself?

How did this trust develop over time? Explain in writing.

Allow 5 minutes for free writing. Ask mentors to share thoughts and then respond to the following question:

"How do you think you might be able to engender/develop trust in a mentor-intern situation?"

ACTIVITY #2

Elicit ways of establishing credibility. Say "Probably your reputation has preceded you. However, now you are being asked to work with a colleague who may not teach at same grade level or work with students whose ability level is same."

What are some of the ways to establish credibility as a mentor teacher?

Which of these ways seems to be most feasible and comfortable for you?

If you were to ask your intern to come and observe your teaching, what conditions would you want to have in place before the demonstration?

How would you assess the intern's perception of the demonstration lesson?

Share responses.

ACTIVITY #3

Conduct an informal interview with each of your interns to determine present concerns. Probe for specifics.

What are some of the concerns that have been expressed by beginning teachers?

What do you think a beginning teacher means when he/she says, I do not think I can control or manage my class? (list specifics)

Take 10' to scan the findings from literature on the concerns of beginning teachers. (For example, Fuller, F. (1969.) Compare and contrast with what you believe and have experienced.

SESSION ONE: B

As a result of completing this session interns and mentors will:

1. Uncover key features of their roles.

2. Critically assess the culture and context of the school in which they work as well as the context of their own classrooms.

3. Self-assess their levels of concern and then make joint decisions about teaching behaviors and classroom practices to work on for the next three weeks of school.

4. Make joint decisions about course content.

ACTIVITY #1

Present overview and general information.

Review course description and rationale.

Suggest that the next few activities will help us decide on course content for this term, Explain that content revisions occur as needs change.

ACTIVITY #2

To help mentors and interns uncover key features of their roles and decide on mutually agreed upon ways of working together, engage participants in the following activity: Form three groups. Have each group brainstorm to begin to uncover either the role of the mentor, the role of the intern, or concerns about the interaction of mentor and intern.

Direct the groups to elect a recorder to write down words used to describe the roles or concerns. Allow approximately seven minutes for the activity. Share. Categorize. Define roles; describe concerns, ways of working together.

ACTIVITY #3

Discuss in large group format, impact forces beyond our personal beliefs, that is, the school culture and context of individual classroom. Discuss implications for teachers, teaching, and the development of classroom norms and practices.

ACTIVITY #4

In mentor-intern groups, make decisions about classroom practices and teaching behaviors to work on for the next three weeks. Prioritize. Schedule mentor-intern contacts. (Preferably, at least one contact might be a 10'demonstration lesson by mentor.)

ACTIVITY #5

Make decisions about course content.

SESSION ONE: C

Fieldwork:

For mentor and intern, complete data collection form and record impressions of mentor-intern contacts/demonstrations as they occur.

SESSION TWO: A

As a result of completing this session, mentors will:

1. Critically assess education as a transformational journey: the role of mentor as guide (Daloz, 1986).

ACTIVITY #1

How did the demonstration lesson go? Describe some of the specific feedback you received from interns. How did their comments make you feel?

ACTIVITY #2

Storytelling: Present tales of mentors in history (for example, from "The Odyssey," "Dante's Inferno").

Follow up with a discussion of critical incidents related in tales. Elicit mentor's view of the role of mentor as guide. Next discuss the role and meaning of critical incidents using a sample form.

ACTIVITY #3

Prepare mentors for large group session: Reflecting, Exploring, Transforming, New Comprehension of the Physical Environment.

SESSION TWO: B

As a result of completing this session, interns and mentors will:

1. Critique, on an individual basis, the physical environment of their classrooms.
2. Make a commitment to at least one change in the environment.
3. Make a journal entry of their impressions of their physical space in relation to learner's needs.
4. Learn how to complete logs.

ACTIVITY #1

Led by the mentors, have each participant return to his/her classroom environment. Critique using the following critieria:

Student behavior
Student visibility
Student academic and personal needs
Storage space
Traffic Patterns

ACTIVITY #2

In pairs, have participants go on a treasure hunt to find/borrow at least one idea from colleagues regarding the physical environment. Ask them to share their treasures. Then have participants tell how they will incorporate "borrowed changes" within their own classroom contexts.

ACTIVITY #3

Explain and demonstrate documentation procedures for writing logs.

SESSION TWO: C

Fieldwork:

Keep daily logs of mentor-intern interactions. Focus on student effects as a result of changes made in the physical environment.

SESSION THREE: A

As a result of completing this session mentors will:

1. Critically assess their own development as beginning teachers and consider realistic expectation for interns.

ACTIVITY #1

GUIDED IMAGERY: Mentors listen to the following statement.

Close your eyes. Relax.

We're going to move the clock back in time - back to your first few days as a beginning teacher. (Pause.) Try to remember what it was like - how you felt, what you thought as thirty or more children lined up in front of you - 60 or more eyes stared at you from behind their desks. (Pause.) What did you do to survive that first day, first week?

Free write describing the experience. Do not remove he pen from the paper. Just write and keep writing until I say STOP.

Now try to recall how you felt leaving your school on that last day of your first year of teaching. What were some of your thoughts about teaching, about yourself as a teacher, about your students? What had you learned that first year which helped you prepare for your second year of teaching? Be specific. What had you learned about handling students, scheduling your day. Planning lessons, subject matter, school norms? (Pause.) How did you put these thoughts into action the second year? What specific changes did you make? How did you feel going to work each day? Did you feel more relaxed, more comfortable about teaching?

Free write describing this experience. After 10', I will ask you to stop. Share stories. Compare and contrast perceptions. List survival strategies of first year teachers (Retrospective). List growth in knowledge, attitudes, and skills evident during the second and third years of teaching.

ACTIVITY #2

On the basis of "Guided Imagery" exercise, discuss and record expectations for each intern over internship period.

SESSION THREE: B

As a result of completing this session, interns and mentors will:

1. Articulate relationships between adult developmental theories and growth as teachers.
2. Share field experiences in small group mentor-intern clusters on the basis of log entries. Revise log entries focusing on more specifics and more detailed reporting of contacts.

ACTIVITY #1

In mentor - intern groups, have mentors share guided imagery stories and survival strategies with interns. Discuss. Ask interns to list their expectations in terms of student gains/satisfactions and their growth as professionals.

ACTIVITY #2

Introduce three maps of how adults change and develop (from Daloz, 1986, Effective Teaching and Mentoring, pp. 55, 67, 79.) Develop key questions for whole groups discussion. For example, "What happens to people psychologically as they grow older?" (Daniel Levinson) "What does growth mean?" (Robert Kegan) "What sorts of changes do liberal educators hope to witness in their students?" (William Perry).

ACTIVITY #3

In mentor-intern groups, articulate the relationship between adult developmental theories and the mentor-internship process/journey.

ACTIVITY #4

In mentor-intern clusters, share week's field experiences; critique and revise logs.

SESSION THREE: C

Fieldwork:

Daily log reporting. Focus: Analyzing expectations and realities based on present teaching situations.

SESSION FOUR: A

As a result of completing the session, mentors will:

1. Assume a leadership position with interns assisting them with an evaluation of rules, procedures, and consequences (positive and negative).

ACTIVITY #1

1. Present four concepts from literature on effective classroom management. (Evertson, C.et al., 1984)

1. Good classroom management is based on children understanding the behaviors that are expected of them. (Discuss, share, evaluate in light of own experience)

2. A carefully planned system of rules, procedures and consequences makes it easier for you to communicate your expectations to the children.

3. A carefully taught and rehearsed system of rules and procedures helps insure that the system you set up will be workable and appropriate.

4. A hierarchy of consequences can serve to identify alternatives for coping with topical problems in classrooms.

SESSION FOUR: B

As a result of completing this session, interns and mentors will:

1. Identify and appraise the merits of established rules, procedures and consequences based on perceived effectiveness with students.

2. Design, create and post classroom charts which list or illustrate appropriate classroom rules, procedures and consequences.

3. Teach a rule and procedure to facilitate student order and cooperation.

4. Evaluate the system of rules, procedures, and consequences (positive and negative) based on a set of criteria.

5. Assume a "take charge" position with children.

ACTIVITY#1.: Creating and discussing rules, procedures and consequences

QUESTION: How are classroom rules, procedures and consequences selected and implemented?

PROCESSES:

1. Identify schoolwide rules and procedures that you and the children are expected to maintain.

2. Differentiate between a rule and a procedure by defining terms.

3. Develop a list of three to five classroom rules that are important to you and to the functioning of your classroom.

4. List a hierarchy of consequences which are appropriate if the rules are broken.

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5. Discuss the importance of establishing consequences that are feasible.

6. Provide specific examples of rewards for good behavior.

PRODUCTS:
TASK

The research on Effective Classroom Management at the Beginning of the School Year stresses the importance of clearly establishing 3-6 rules governing the behavior or conduct of students in the class.

The research also advocates that teachers plan how they will respond to students who do not follow their rules and that they teach these consequences to students just as they teach their rules.

In the space provided below, identify three or more behavioral rules you will insist upon in your classroom. Next to the rule, develop 2 or 3 consequences you would apply the first time a student "broke" your rule; the second time, and the third time.

Behavioral Rules	Consequences
A.	1.
	2.
	3.
B.	1.
	2.
	3.
C.	
	1.
	2.
	3.
D.	1.
	2.
	3.

(Adapted from American Federation of Teachers Training and Resource Manual, 1982)

PRODUCTS:

2. Carefully designed classroom charts which state in clear terms how students are expected to behave an act.

3. Written record in planbook of system of rules, procedures and consequences.

CRITERIA:

1. Rules and procedures are appropriate to the developmental age of your students.
2. Rules are stated positively and in complete sentences.
3. Rules are posted in some highly visible place.
4. Rules and procedures are stated in language the children can understand.
5. Specific steps for teaching rules and procedures are written in your planbook.
6. Procedures are sequenced logically.
7. Charts are legible.

For example, interns have suggested:

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

IDEAS for REWARDS and PENALTIES

STAR SYSTEM

SHOOT FOR THE MOON

DAILY GAME (Candy)

WEEKLY GAME (Prize)

SMELLY STICKERS

SMILING FACE

KEEP TRYING
TOPJOB Stickers
ETC.

SHAKE HANDS
PAT ON THE BACK
YOUR OWN SMILE
HUG

DRAMATIC APPROVAL

TELEPHONE CALLS TO PARENTS

PUTTING CHILD IN HALL OR BACK OF ROOM

SENDING TO LOWER GRADE CLASS OR MR. LEON

SUPERPEOPLE

BLUECHIPS/REDCHIPS

SIBERIA

GIVE CANDY/RAISINS/OATMEAN COOKIES/SPELLING BOOK

DARK ZONE - GIVES

PENCILS/FOLDERS

CERTIFICATES TO TAKE HOME

HAPPYGRAMS

ACTIVITY 2.: Analyze one case study of classroom rules and procedures.

PROCESSES:

1. Divide the group into two mentor-intern teams -- primary and middle grade teams.
2. Have each team read the case study to determine the teacher's purpose, objectives and specific techniques for guiding student behavior and learning.
3. Role play the case study. (Each team)
4. Discuss and evaluate the role play, focus on the teacher's specific behaviors which reinforce the concepts of effective classroom management. Use these questions as a guide:
    1. Are the rules or procedures clearly stated?
    2. Does the teacher offer a rationale for the rule?
    3. Does the teacher encourage children to identify the rationale?
    4. Does the teacher demonstrate the rule or have children demonstrate it? How?
    5. Are students given the opportunity to practice or discuss the rules?
    6. Are there other things that can be done to enhance this teaching process? (Refer to charts, rule posting, if any.)

CASE STUDY
CLASSROOM ROCEDURES AN RULES
IN A SECOND GRADE CLASS

Ms. Able's students followed four rules: We are quiet in the classroom. We do our best work. We are polite and helpful. We follow all school rules.

Students were taught that being quiet in the classroom meant that they usually has a choice of being silent or talking in whisper voices. When the teacher was addressing the class or when she told the class to be silent, students were to stop whispering and be silent. Most of the time, however, students were allowed to work together, talking softly.

The rule "We do our best work" included listening carefully when the teacher was giving instructions, completing all assignemts, turning in neat work, and making good use of time in class.

Student behaviors relating to the rule "We are polite and helpful, included taking turns in class and raising hands to receive permission to talk. Ms. Able explained to her students that in order for everyone to have a chance to talk and to be heard, they should raise their hands and wait to be called on when they wanted to answer a question or make a comment. Other aspects of consideration and respect for fellow students, the teacher, and other adults in the school rules referred to in the fourth classroom rule governed student behavior in the halls, cafeteria, and other common areas of the school grounds.

Several other important classroom procedures provided guidelines for student behavior in Ms. Able's classroom. Students were expected to stay seated at their desks whenever the teacher was presenting directions or instruction to the class as a whole. At other times, however, Ms. Able's students were allowed to leave their desks to get supplies, hand in papers, sharpen their pencils, and use the restroom that was adjacent to the classroom. They did not have to ask the teacher's permission as long as they did not disturb other students. For example, students were allowed to sharpen a pencil without permission except when the teacher was talking to the class or when another student was addressing the class. No more than two students were allowed at the pencil sharpener at one time, one sharpening and one waiting. When the teacher was working with a small group or helping an individual, students were not allowed to walk up to her or interrupt. They stayed at their desks and raised their hands to request assistance. If students finished their work early, they were allowed to read their library books, work a dittoed puzzle, or play an instructional game, They could talk, using their whisper voices, but they could not disturb anyone still working on the assignment. Unless they had permission to do otherwise, they were expected to stay at their own desks.

When Ms. Able needed to get the attention of the class, she routinely used a bell as a signal. She taught students that when she rang the bell once they were to immediately be silent and look at her. She explained to the class that ringing the bell was a shortcut to save time, that she would ring the bell only once and not several times, and that she expected students to respond immediately. She used the bell in a very consistent manner.

(Evertson, C., Emmer. E., Clements, B., Sanford,J. and Worsham, M., 1984 pp. 33-34).

ACTIVITY 3.: Reinforcing rules and procedures to insure student cooperation.

TIME: 15 to 20 minutes

FORMAT: Scenario

RESOURCES: Mentors
Task Sheet

QUESTION: How and why must teachers reinforce and reteach rules and procedures?

PROCESSES:

1. Read the scenario of a less effective teacher's approach to handling students who fail to follow rules and procedures.

SCENARIO

On the first day of school, the teacher established his classroom rules and procedures and posted them on the bulletin board for children to review. He carefully read each rule to the class, explained what it meant and what some of the consequences would be if children didn't follow the rule. The ultimate consequence for disobeying rules was to remove children from the room.

On the second day of school, the teacher began instructing the class. He found that many of the children were not following his rules or procedures despite reminders. By mid-afternoon, he became exasperated feeling as if he'd lost control and began asking children to leave the room when they misbehaved. At this point, three children have already left the room.

2. In mentor-intern teams, decide how you would respond to the children in this class. Use the discussion questions to guide your thoughts:

    1. What could the teacher have done to gain better control of his class?
    2. Do you think asking children to leave the room on the second day of school will influence the children's perceptions of the teacher?
    3. How might he have avoided removing students from the room so early in the year?

(Adapted From the American Federation of Teachers' Training & Resource Manual, 1982)

3. Summarize some of the key points which come out of your discussion.
4. For example:
    1. The need to reteach or review the rules to insure students understand them and know what is expected of them; perhaps encouraging discussion of the rules and rationale;
    2. The need to reinforce the rules through positive feedback and consequences;
    3. The need to apply consequences in a hierarchy, not just reminders and removal.
    4. The need to exert leadership and apply the consequences outlined (students obviously thought they could "get away" with misbehavior); and
    5. Perhaps the need to have students set the rules and consequences.

SESSION FOUR: C
Fieldwork: Daily log.

FOCUS: Rules, Procedures, Consequences

Session Four: C
Fieldwork: Daily Log.

ACTIVITY 4c: Design, create, rehearse and post classroom rules, procedures and consequences.

TIME: 45 to 60 minutes

FORMAT: Task engagement

RESOURCES:
Mentor Support
Checklist 2
Charts, magic markers, tape, tacks
Planbook

QUESTION: Are your charts appropriate for the age and grade level of your children?

PROCESSES:

1. Working with your mentor-intern team, use checklist 2 (p. 32,33) to help you develop and design a set of procedures that will be appropriate as well as communicate your expectations to your children.
2. Review your design with the mentor.
3. Prepare classroom charts.
4. Rehearse procedures. Walk and talk your way through critical periods of the day:
    1. Lining up and entering the room
    2. Starter activities
    3. Before lunch
    4. After lunch
    5. Dismissal

For Self-monitoring and evaluation and Mentor Review

CHECKLIST 2 Classroom Procedures

Subject	Procedures or Expectations	Revisions (Later Date)
I. Room Use		
A. Teacher's desk and storage areas		
B. Student desks and storage areas		
C. Storage for common materials		
D. Drinking fountains, sink, pencil sharpener		
E. Bathrooms		
F. Center, station, or equipment areas		
II. Seatwork and Teacher-led Instruction		
A. Student attention during presentations		
B. Student participation		
C. Talk among students		
D. Obtaining help		
E. Out-of-seat procedures during seatwork		
F. When seatwork has been completed		
III. Transitions Into and Out of the Room		
A. Beginning the school day		
B. Leaving the room		
C. Returning to the room		
D. Ending the day		

For Self-monitoring and evaluation and Mentor Review (Continued)

CHECKLIST 2 Classroom Procedures

Subject	Procesures or Expectations	Revisions (Later Date)
IV. Procedures During Reading or other Groups		
A. Getting the class ready		
B. Sudden movement		
C. Expected behavior in the group		
D. Expected behavior of students out of group		
V/ General Procedures		
A. Distributing materials		
B. Interruptions		
C. Bathrooms		
D. Library, resource room, school office		
E. Cafeteria		
F. Playground		
G. Fire and disaster drills		
H. Classroom helpers		

(Evertson, C., Emmer, E., Sanford, J., +
Worsham, M., 1984).

SESSION FIVE: A

As a result of completing this session mentors will:

1. Generate a list of recurring classroom distractions and a list of their present coping strategies.
2. Critique Behnke, Labovitz et al. (1974), "Coping with Classroom Distractions."

ACTIVITY #1

Individually, have mentors generate a list of recurring classroom distrations, Share. Prioritize. Next to each distraction, have mentors write an effective coping strategy.

ACTIVITY #2

Allow 30 minutes of silent reading - Behnke et al article. Discuss what the research says. Discuss charts (see pp. 66, 68, 69, 71, 74). Have each mentor make decisions about which ones work/can work for them. (Compare and contrast with list generated from Activity #1.)

SESSION FIVE: B

As a result of completing this session, interns and mentors will:

1. Appraise the cultural and contextual demands of the school.
2. Reduce the anxiety level by placing teacher - student expectations in perspective.
3. Make decisions to try some effective distraction coping techniques.

ACTIVITY #1: Are Children Really Like This?

PROCESSES:

1. Present interns with a list of diverse student characteristics.

   Competitive
   Conforming
   Cooperative
   Critical Thinking
   Creative
   Curious
   Fair/Just
   Honest
   Humanistic
   Independent
   Intelligent
   Materialistic
   Obedient
   Open-Minded
   Possess Strong Convictions
   Quiet/Orderly
   Senstive

   (Jacobs, H. H.)

2. Have them characterize themselves as former elementary school students by selecting terms from the list. Encourage interns to add to the list.

3. In mentor-intern groups, discuss the combinations of characteristics represented by interns as elementary school students. Elaborate each characteristic.

4. Using the mentor as resource and representative of the school culture and local context, have mentors describe the typical youngster at____________.

5. Ask each team to produce a composite of student types found in the typical target population in each classroom at ß__________.

6. Share composites with the larger group.

7. For each composite, have the mentors offer specific suggestions for handling and instructing these students in classrooms.

Product:

Student	Descriptor	Trait	Affective	Cognitive
Type A:	Competitive	Aggressive Shows off	Praise	Discover interests
	Intelligent	Task-oriented		Engage in work immediately
Type B:				
Type C:				

CRITERIA:

1. Descriptors make sense within the context of the school.
2. Traits exemplify the descriptor.
3. Coping techniques are appropriate for the learner
4. Teacher coping techniques have been tested by the mentor and work most of the time.

ACTVIITY #2

In mentor intern groups have mentors share research on coping effectively with classroom distractions.

(see Behnke, G., Labovitz, E. et al. (1981). Coping with classroom distractions. The Elementary School Journal, 81:(3), 135-155.)

ACTIVITY #3: Maintaining a positive self-image

QUESTION: How do experienced teachers resolve the tension between self-image and the realities of dealing with students from an economically and socially deprived background?

PROCESSES:

1. Each mentor tells a story that is based on his or her own experiences as a teacher at PS______.
2. Intern questions.
3. Mentors reply.
4. Session closes with intern's completing this sentence:

   I will resolve the tension that may exist between my image of how children should behave in schoool and the way they do behave by ____

   ____

   . . .

For example,

1. Being prepared
2. Discovering their strengths

ACTIVITY #4

Have mentors and interns interpret the arrangement of the learning environment in terms of student characteristics such as behavior, opportunity to learn, age and grade level. Plan to make specific changes based on seminar topic.

SESSION FIVE: C

Fieldwork:
Daily log:
Task: During contacts, answer this question: How do seating patterns influence student learning?

1. Identify the principles of good seating pattterns.

2. Distribute evenly high-, average-, and low-achieving students throughout the room.

3. Justify your arrangement with the mentor. Refer to established criteria below.

CRITERIA: Students are always visible to the teacher.

Students can see and read instructional displays.

Seating arrangements express equitable expectations to all students.

Color codes are used to differentiate instructional areas.

FOLLOW-UP: Observe and document the effects of your physical arrangement on student behavior, attention, work engagement and learning. Make revisions (see checklist 1).

For Self-evaluation and monitoring and Mentor review

CHECKLIST 1 Room Preparation

Subject	Check When Complete	Revisions (Later Date)
A. Bulletin Boards and Walls		
B. Floor Space		
1. Student desks/tables		
2. Small group area		
3. Teacher's desk and equipment		
4. Bookcases		
5. Centers		
6. Pets and plants area(s)		
C. Storage Space and Supplies		
1. Textbooks		
2. Frequently used instructional matierals		
3. Teacher's supplies		
4. Other materials		
5. Student belongings		
6. Equipment		
7. Seasonal items		
D. Seating Patterns		

(Adapted From Evertson, C., Emmer, E., Sanford, J. + Worsham, M., 1984.)

SESSION SIX: A

As a result of completing this activity, mentors will:

1. Feel comfortable working with Bloom's taxonomy and a matrix developed by Jacobs and Borland (1981) which is based on Bloom.
2. Share knowlege with interns.

ACTIVITY #1

Mentors review Bloom's taxonomy and discuss/critique research on teachers' uses of lower order and higher order questions in teaching. For example, one principle of instructional organization and management states:

> If low order questions are used by teachers of low SES students, then achievement is likely to be higher than if high order questions are used. (FPMS, 1982)

ACTIVITY #2

Have mentors analyze Jacobs and Borland (1981) matrix. Have mentors practice creating one matrix based on a topic of their choice.

Jacobs and Borland
(1981)

PROCESSES

(Bloom's Taxonomy 1956)

UNIT: Flight	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
1. How does nature fly?	Identify birds flight patterns	Recall principles of bird flight	Chart the movements of bird flight	Compare to man-made flying machines		
2. How and why do people fly?	List principles of aero-dynamics	Translate these principles to: balloon jet hang glider	Illustrate the principles as they apply to space flight	What are the historical reasons for change in flying preferences? Write in essay form.	Create a new flying maching in a blue-print	Apprais the machine' effecti ness
		Read the biography of Lindburgh and Earhardt	List modern day counterparts to these fliers	Compare similarities & differences between past and modern flight heroes.	Write a biography of a fictional flying hero of the future	

CONTENT:

SESSION SIX: B

As a result of completing this session, the intern and mentor will be able to:

1. Draft and sequence learning activities appropriate to the developmental level of the target classroom group.
2. Evaluate the merits of the activity and appraise based on a set of established criteria.
3. Feel comfortable working with the mentor and appreciate the support provided by an experienced and knowledgeable teacher.

CONCEPTS:

1. Learning activities are organized hierarchically.
2. Learning activities link one with the other.
3. Continuity, sequence, and integration are the basic guiding criteria to use in organizing learning experiences.
4. The basic unit of classroom organization is the activity.
5. The activity occurs at a specific time and place.
6. Activity formats vary.
7. The objectives for an activity are in behavioral terms.

ACTIVITY #1: Drafting the Activity

QUESTION: How can activities be planned and designed around a common theme?

PROCESSES:

1. Select an organizing theme that is broad enough to generate activities across grades kindergarten through 6.

   For example: COLOR IN OUR ENVIRONMENT

2. Recall the seven curriculum areas included in an elementary school curricula. Branch from the organizing theme.
3. Divide the group into three mentor-intern teams by grade clusters: 1) K-2; 2) 3-4; and 3) 5-6.
4. With mentor as leader, brainstorm activities that might be developed under each curriculum area.
5. Select three activities from each sub-area of the language arts curriculum: Reading, Writing, Literature. Categorize each activity under each sub-area as 1) Easy 2) Moderately Difficult; or 3) Challenging.
6. Develop a set of guiding questions for each activity. Use the material and human resources provided by the mentor.
7. Generate a behavioral objective for each activity. Review with the mentor.

BREAK

ACTIVITY #1 cont'd:: How and why can activities designed for different students in different grades be modified and used across grades?

PROCESSES (Cont'd)

8. For each activity selected and each question asked, describe the processes that you will use to accomplish the objective. (Use the matrix developed by Jacobs and Borland, 1981.)

9. Share the product with your team members.

10. On the experience chart paper provided, classify the activity under these headings: Easy; Average; Challenging.

11. Carefully examine and consider each activity by mingling and talking among members of the larger group. Borrow activities that seem appropriate for your class. (Use the mentor as your primary resource.)

12. Photocopy the activities that you have chosen to use in the area of language arts.

13. Decide on a scheduled sequence of presentation for each activity. To determine a "best order," consult with the mentor.

PRODUCTS:

1. Carefully designed activities and behavioral objectives in the area of language arts.

2. A timetable of presentation of activities based on the age, grade level and perceived ability of students.

CRITERIA: ACTIVITIES

1. There are sufficient activities to build a foundation of knowledge.

2. The activities move the child from lower to higher levels of thinking.

3. Activities are appropriate to the devlopmental level of the target group.
4. Activities hold together conceptually.
5. Behavioral objectives are state to demonstrate changes in desired attitudes.

SESSION SIX: C

Fieldwork:

Daily log/journal.

Follow-up contacts focusing on planning of activities based on one theme.

SESSION SEVEN: A

As a result of completing this session, mentors will:

1. Be able to instruct interns in the use of videotape recorders.

ACTIVITY #1

Demonstrate use of videotaping equipment. Have mentors practice using equipment.

ACTIVITY 2

Discuss/share interns problems planning instuctional activities.

SESSION SEVEN: B

As a result of completing this session, interns will be able to:

1. Present/teach an activity to children in a logical sequence.
2. Sequence activities based on what he or she perceives to be the "best order" for children of a particular age.
3. Exhibit a degree of confidence about teaching students on the first day of school.
4. Demonstrate reasonable proficiency using videotaping equipment.

RESOURCES: Self-made activities planned with mentor during the week.

ACTIVITY #1 Presenting/Teaching an Activity

QUESTION: How and why do we present/teach an activity in a particular way?

PROCESSES:

1. Select an activity you would like to teach to your mentor-intern group. (There will be approximately three to four interns in each group.)

2. Sequence the activity.

3. Present/teach the activity to the group. (Allow 10 to 15 minutes for presentation. Ask team members to assume the role of a particular type of child in your class.)

4. Ask team members to make suggestions for improvement of the activity and the presentation. Record suggestions.

5. Appraise the activity and your presentation on the basis of these criteria:

    1. Materials are readily available and accessible to you and the participants.

    2. The visual and written format of the activity is clear.

    3. Directions and instruction to participants are clear and presented in small steps.

    4. The activity moves the student from lower to higher level thinking.

    5. Action verbs are used to cue participants' responses.

    6. The activity is appropriate to the developmental level of the target group (children in your class).

    7. The activity holds together conceptually.

6. After each intern has presented one activity, allow time for the intern to reflect and revise at least one activity in the language arts curriculum area prepared during previous week.

7. Organize activities according to time frames suggested by the mentor.

8. Sequence the activities you have chosen to use on Monday and slot them intothe schedule posted in your planbook.

SESSION EIGHT: A

As a result of completing this session, mentors will:

1. Define Kounin's (1970) major desist techniques.
2. Give examples of desist techniques.
3. Share expertise with interns.

ACTIVITY #1: Present Kounin's major concepts. Give examples and nonexamples. Have mentors share reactions to research and discuss implications for intern development.

SESSION EIGHT: B

As a result of completing this session, the intern and mentors will be able to:

1. Apply, to some extent, major desist techniques explicated in Kounin's (1970) research on managing student conduct. These desists are named: withitness, overlapping, group alerting, smoothness and momentum.
2. List specific techniques that mentors use to prevent student misbehavior and to elicit student time-on-task.
3. Generate accountability procedures which communicate clear expectations to students and provide feedback to students, parents and administrators.

CONCEPTS:
(from Dunkin, M. & Biddle, B. (1974). The study of teaching. New York: Holt, Rinehart and Winston)

1. Students work involvement increases at upper-grade levels and deviancy decreases.
2. Student work involvement is greater and deviancy lower in recitation than in seatwork.
3. Teacher withitness is positively related to student work involvement in recitation and seatwork.
4. Teacher transition smoothness is positively related to student work involvement in recitation and seatwork.
5. Teacher momentum is positively related to student work involvement in recitation and seatwork.
6. Teacher group alerting is positively related to student work involvement in recitation and seatwork.
7. Teacher accountability is positively related to all aspects of managing student work.

ACTIVITY #1: Withitness and Overlapping

QUESTION: What specific techniques demonstrate to children that you are "withit" and alert?

PROCESSES:

1. Define terms.
2. Provide specific examples from Kounin's (1970) research on teaching.
3. On the experience chart paper taped to the wall, have mentors complete these sentences:

   I am withit when I ...

   I alert the class group when I ...

   I alert the child when I ...

4. Discuss. Provide a fast-paced question and answer period.
5. Photocopy techniques. Have the intern check off the techniques which are most appealing.

ACTIVITY #2: Smoothness and Momentum

QUESTION: How do effective teacher-managers make good instructional transitions during a lesson while maintaining an appropriate pace?

PROCESSES:

1. Present original two-act play.
2. Assign parts.
3. Dramatize play.
4. List suggestions on chart paper.
5. Photocopy and distribute to participants.

TWO-ACT PLAY: Kounin's Key Desist Techniques: Smoothness & Momentum

CHARACTERS

Narrator
Smoothness
Momentum
Secretary
Translator

EFFECTIVE
INDICATORS
(Mentors)

Thrust
Dangle
Truncation
Flip-flop
Stimulus-bound

Overdwell
Fragment

LESS
EFFECTIVE
INDICATORS
(Interns)

ACT ONE

Narrator: Smoothness and momentum are probably the most important behavior management techniques for sustaining student involvement and the teacher's control of the classroom

Translator: You mean that in order to be top-notch teachers we need to make good transitions from one activity to the other.

Narrator: Yes, and good transitions only occur if there are specific routines, that is, cues and/or signals that students respond to immediately.

Translator: You mean that students and teachers know and have practiced these routines often. Consequently, there is no slowdown of movement during the lesson to interrupt the flow or allow students to be off-task.

Narrator: That's exactly right. The pace is smooth, balanced, and sometimes brisk.

Translator: How do effective managers achieve this state?

Narrator: They do it by (1) being well prepared, that is, their materials and props are ready and accessible; (2) they know what to do next - in other words they don't have to consult the teacher's manual to take the next step; and (3) they make no false starts. Therefore, they do not have to backtrack to present information that should have been presented earlier.

Translator: Why don't you give me a minute to think about this. The audience and I would like to think of classroom techniques we might use to achieve smoothness and momentum.

Narrator: Take a few minutes then to complete these two sentences:

.I am smooth when I use these routines to make transitions...

.I maintain the lesson's pace when I ...

Share. Record suggestions on experience chart paper.

ACT TWO

ENTER INEFFECTIVE INDICATORS

IN CHORUS: Things are not always as easy to do as they are to say. Each of us has a problem to share that we need some help with. These problems have been getting in the way of our being smooth and/or effortless in our teaching.

Thrust: I am Thrust. I frequently burst in on students' activities with a new statement or distraction when the students are not ready to hear it. For example, today I was working with one reading group. I listened to everyone read. Then I sent the group back to their seats to work alone. As they were following my direction, I spoke to the second group. "Now it is your turn to work with me. Put away your materials." Well, half the group stopped and the other half kept right on working. They hadn't even heard me. I had interrupted them without warning. Consequently, I lost instructional time.

HOW COULD I HAVE HANDLED THIS TRANSITION MORE EFFECTIVELY?

Secretary: (Records audience suggestions on experience chart paper taped to the wall.)

Dangle: I am called Dangle because I tend to leave one activity in midair to start another activity. Then I return to the first activity.

For example, Today, I began the class by going over the homework assignment. I asked three students to go to the board and write the answers to the mathematics equations they had done for homework. On the way to the board, I asked, "How many of you are ready to write your conclusions from yesterday's science experiment?" I then counted the number of raised hands and jotted them down. As a consequence, some students began talking about their results. One student at the board wondered if I had counted her and called out.

I had succeeded in distracting the class and had a hard time getting them to refocus.

WHAT HAD I DONE WRONG AND HOW COULD I AVOID THE MISTAKE THE NEXT TIME?

Secretary: Records suggestions.

Truncation: I am Truncation, Dangle's cousin. I forget to return to the first activity or return to it too late to be effective. For example, today I asked the students to get out their homework assignment. As the students were doing this I said, "Have we gone over the rules and procedures for going to the auditorium tomorrow? No? Oh, I think we should do that right now."

The homework was forgotten, left dangling in mid-air.

CAN YOU THINK OF A WAY TO KEEP ME FOCUSED?

Secretary: Records suggestions.

Flip-Flop: I am Flip-Flop. I tend to introduce two different kinds of activities at once and then deal with the first activity. For example, I tell students to put away their test papers, take out their science books, and turn to page 23. After most of the class has turned to the right page, I'll say, "Let's see the hands of those who got all the test items correct. Terrific! You're all doing so well. Okay class, today we're going to review place value."

I HAVE DESTROYED THE STUDENTS' TRAIN OF THOUGHT. WHAT IS A BETTER WAY TO HANDLE THE SITUATION?

Secretary: Records suggestions.

Stimulus-Bound: I am Stimulus-bound. I interrupt the flow of a lesson to respond to an irrelevant event or one that could have been handled just as effectively later on after the lesson was over.

For example, Today I was reviewing some social studies vocabulary with my students. I was walking down the aisle looking at students' work and explaining the meanings. I noticed a lunch slip on the floor. I picked it up and said to Mary, "What is this slip doing here? You know you're supposed to hand it to the assistant principal." I then gave her the hall pass and resumed teaching while Mary was out of the room.

I LOST THE FLOW OF THE LESSON. SHOULDN'T I HAVE REPRIMANDED MARY. AFTER ALL, SHE WAS BREAKING A RULE. HOW WOULD YOU HAVE HANDLED THIS SITUATION?

Secretary: Records suggestions.

Overdwell: I'm Overdwell. I spend too much time on an issue than is necessary for the students' understanding.

For example, Today I explained to the class how to add by twos to prepare them for an independent seat assignment. I had the class call out in unison all of the odd numbers as I pointed to them on a number chart. I began with 1 and continued through 99. By the time I had finished the activity, the students had lost interest because they felt that they had already understood the process and the activity was too repetitive.

HOW WOULD YOU SUGGEST I HANDLE THIS KIND OF ACTIVITY NEXT TIME?

Secretary: Records suggestions.

Fragment: I'm Fragment. I break down an activity into several unnecessary steps when the activity could have best been performed as a single activity.

For example, my students turn in assignments individually - one by one. Also, when I want students to put away one set of books and take out another, I coach them step-by-step: "Close your books, put them in your desks, take out your history book, turn to page 5,...." Or when I collect the materials for their experiments in the science lab, I do it systematically by rows - one at a time.

THE SYSTEM IS NOT REALLY WORKING. WHAT DO YOU SUGGEST?

Secretary: Records suggestions.

Narrator: We are all guilty of these behaviors at times! However, Kounin believes that students tend to be attentive when they have a clear, continuous academic signal. Managing smooth transitions between activities and maintaining momentum are key to behavior management. In fact, movement management was even more significant in controlling behavior than techniques of deviancy management.

IN SHORT, WITHOUT A CONTINUOUS ACADEMIC SIGNAL OR TASK TO FOCUS UPON, STUDENTS TEND TOWARD MISBEHAVIOR. SUCH PROBLEMS ESCALATE IN FREQUENCY AND INTENSITY. SMOOTHNESS AND MOMENTUM ARE CRITICAL TO FACILITATING STUDENT ATTENTION, ENGANGEMENT AND LEARNING.

- Review and add to suggestions.
- Xerox suggestions.
- Distribute to class members.

ACTIVITY #3: Accountability Procedures

QUESTION: What are some of the accountability procedures used by the mentors at _________ which provide feedback to students?

PROCESSES:

1. In mentor-intern teams, re-visit the mentor's classroom.
2. Use checklist 3 to guide your discussion with the mentor.

Checklist 3 :

ACCOUNTABILITY PROCEDURES

(see Everston, C., Emmer, E., Clements, B. Sanford, J. & Worsham, M. (1984) p. 47.)

For self-evaluation and mentor review

Area	Notes	Revisions (Later Date)
1. Communication Assignments and Work Requirements		
A. Where and how will you post assignments?		
B. What will be your Standards for form and neatness? -Pencil, color of pen -Type of paper -Erasures -Due dates -Heading		

Area	Notes	Revisions (Later Date)
II. Monitoring Progress on and Completion of Assignments		
A. What procedures will you use to monitor work in progress?		
B. When and how will you monitor projects or longer assignments?		
C. How will you determine whether students are completing assignments?		
D. How will you collect completed assignments?		
E. What records of student work will you retain?		
III. Feedback		
A. What are your school's grading policies and procedures?		
B. What kinds of feedback will you provide, and when?		
C. What will you do when a student stops doing assignments?		
D. What procedure will you follow to send materials home to parents?		
E. Where will you display student work?		
F. What records, if any, of their own work will be the students maintain?		

Session Eight: C
Fieldwork:
Daily Log.

PRODUCTS:

1. Completed checklist 3 which provides the intern with a recordkeeping and self-appraisal system.
2. Completed classroom charts which communicate expectations and standards to students about work requirements and assignments.

CRITERIA:

Under this category, criteria will be set by each mentor-intern team because of the different requirements for children of different ages and grade levels. Some criteria, however, may apply school-wide.

For example, the school heading will probably be uniform across grades. However, the kinds of notebooks and writing tools will vary between and among teachers teaching different grades.

For example, Grade I teachers will probably create 2-holed one inch lined booklets for the children. Grade 3 teachers may require 8 1/2 inch x 11 inch hard or short-covered notebooks and Grade 6 teachers may require a 3-holed looseleaf binder in order to have students insert pages as needed.

SESSSION NINE: A

As a result of completing this session, mentors will:

1. Reassess their beliefs about the value of teacher praise in the classroom.

ACTIVITY #1

"Time Capsule": Have mentors respond, in writing to the question: "What are your beliefs about the value of teacher praise in the classroom?"

Discuss guidelines of effective praise.

SESSION NINE: B

As a result of completing this session, interns and mentors will:

1. Specify the who, what, how, when and why of their classroom "praise practices."
2. React to research article. (Brophy, J. (1981). Teacher praise: A functional analysis)
3. Demonstrate competence in using a video recorder

ACTIVITY #1

Have mentors repeat "Time Capsule" activity and discuss Brophy article with interns.

After a break, ask mentor-intern cluster to reconvene and answer these questions about teacher praise:

1. How often to do you praise your students?
2. How do you praise your students?
3. What do you praise students for?
4. When do you praise your students?

5. Who gets praised most often/least often in your classroom?

6. How do students in your class react to being praised?

7. How do your students react to your praising another student?

8. How do you feel when you praise a student or the class?

9. How do you feel when the class praises a student?

10. Does your class praise you? How do you feel about that?

ACTIVITY #2

Have group members complete the following task: "To Praise or not to Praise: That is the Question" (AFT: Educational Research and Dissemination Program)

DIRECTIONS: Consider the following classroom situations and determine what kind of teacher response or feedback is most appropriate. Indicate whether you would praise, criticize, give simple positive or negative feedback, provide some other corrective feedback or not respond to the student. Also indicate whether you think the feedback should be given privately or publicly. Give an example of who you would respond.

1. A reluctant reader has just handed in his first book report.

2. Johnny never participates in class discussions. He has just volunteered and given his first response. The answer is incorrect.

3. Ellen never participates in class. She has just volunteered and given her first response. The answer is correct.

4. A student for whom you have high expectations and who is a high-achiever has just failed a class quiz.

ACTIVITY #3

Demonstrate use of the video recorder.
Allow participants to practice using equipment.

SESSION NINE: C

Fieldwork: Keep daily logs. Focus on use of teacher praise. Read "Teacher Praise: A Functional Analysis" Brophy (1981)

Respond in writing to article

SESSION TEN: A and B

As a result of completing this session, interns and mentors will:

1. Reevaluate the use of praise with students in their classrooms.
2. Review effective classroom management concepts, principles, and practices.

ACTIVITY #1

Individually and then in small groups, have participants answer these questons:

1. What major conclusions do you draw from your reading of the Brophy article?
2. In what way(s) did the Brophy paper challenge any belief(s) that you hold (held) about teacher praise behavior in the classroom? Please by specific.
3. Considering our discussion of teacher praise, the knowledge you gained from Brophy's article, and your experience in the classroom, what steps do you think you should take (if any with regard to your use of praise with students or the class as a whole?

ACTIVITY #2

In mentor-intern groups, have participants articulate the meaning of concepts listed below giving examples and nonexamples.

Module I. Summary of Concepts

A. Classroom Management

1. Physical Arrangements in Classroom

(See Evertson Handout)

COMMENTS

2. Rule Explication and Monitoring

Specifies a rule
Clarifies a rule
Practices rule
Reprimands rule infraction

COMMENTS

3. Withitness, Desist, Overlapping

Stops deviant behavior
Corrects worse deviancy
Desists student causing disruption
Suggests alternative behavior

Attends task and deviancy simultaneously

Attends to two instructional tasks simultaneously

COMMENTS

4. Group Alert

Poses question-selects reciter
Alerts class-calls on reciter
Alerts non-performers
COMMENTS

5. Movement smoothness/slowdown

Ignores irrelevancies/continues on task

Gives short, clear non-academic directions

Moves whole/subgroup
COMMENTS

6. Praise

Praises specific conduct
Praises non-deviant, on-task behavior
Gives low-key, quiet praise
Uses conditional praise
Uses authentic, varied, warm praise
Controls class reaction to misconduct
COMMENTS

7. Distraction Coping Techniques

Deals quickly with distraction

Maintains flow of instruction
Eliminates distraction

COMMENTS

SESSION ELEVEN: A and B

As a result of completing this session, mentors and interns will:

1. Provide feedback on problem areas worked on during past week.

ACTIVITY #1

Divide interns into small groups based on problem areas worked on over past week. Have one mentor lead each group. Focus on identifying problem, corrective strategies, intern satisfaction, and behavioral/academic changes in students. (from videotapes and personal observations)

After approximately 30 to 40 minutes. Rotate groups by problem area identified. Share reactions to session with whole groups.

ACTIVITY #2

In mentor-intern clusters, plan to videotape approximately 10 to 15 minutes of one day teaching a lesson. Set criteria for scheduled one-on-one post video conference with mentor.

SESSION ELEVEN: C

Fieldwork:

Daily log

Videotaped segment and feedback session.

SESSION TWELVE: A and B

As a result of completing this session, interns and mentors will:

1. Critically assess principle of efficient use of time.

ACTIVITY # 1

In mentor-intern clusters, have interns discuss/show daily/weekly classroom schedules using school guidelines, special subjects, preparation periods, and pull-out programs as guidelines.

Have each intern evaluate schedule, list problems, solve (on their own or with help of group).

ACTIVITY #2

Write the following principle on the board:

> If the teacher is efficient in the use of class time, then students will spend a high proportion of class time engaged in academic task and achievement will likely be higher. (FPMS. 1982)

Engage group members in discussion. Record pros, cons and qualifying statements. Draw some tentative conclusions. Record. Xerox.

ACTIVITY #3

In whole group format, teach the following terms:

- allocated time
- engaged time
- academic learning time

Refer to research particilarly the BTES study.

Within the context of research on time on task, review Kounin's (1970) desist techniques.

SESSION TWELVE: C

Fieldwork:

Daily log

With the mentor, evaluate and work on indicators of efficient use of time.

for example,

Begin work promptly
Management transition
Wait-time avoidance
Controlled interruptions
Housekeeping

SESSION THIRTEEN: A and B

As a result of completing this session, mentors and interns will:

1. Appraise and make decisions about the management of seatwork and homework.

ACTIVITY #1

In mentor-intern groups, have participants articulate the meaning of each of the principles written below:

> If students are prepared in class for assigned homework so they understand how to do it, the assignments are short, students are held accountable, and corrective feedback is provided, then achievement can increase.
>
> If students understand what they are to do at seatwork and how they are to do it; and if the teacher monitors their work, provides corrective feedback, and holds them responsible, then learning will be enhanced. (FPMS, 1982)

Direct mentors to share specific ways that each part of the principle can be broken down for students. Elicit ideas from interns.

ACTIVITY #2

In clusters, have each mentor and intern demonstrate how each manages student seatwork/homework. Have observers record teacher's actions in sequence. Share records. Critique. Plan/develop at least two personal action steps to improve management of seatwork and homework. (Discuss homework/seatwork assignment within the context of the school's policy.)

SESSION THIRTEEN: C

Fieldwork:

Daily log:

Follow-up observations on topic.

SESSION FOURTEEN: A

As a result of completing this session, mentors will:

1. Reflect on how reseeing, reforming and caring influence the professional growth of interns and mentors.

ACTIVITY #1

Have mentors respond to these questions:

1. How are you helping the intern to see himself/herself in new ways?

2. How are the interns helping students see themselves in new ways?

Share Discuss

SESSION FOURTEEN: B

As a result of completing this session mentors and interns will:

1. Evaluate Module I.
2. Complete "Instructional Organization Needs Assessment."

Name ______________________________ Date ______________________

INSTRUCTIONAL ORGANIZATION NEEDS ASSESSMENT

This information will be shared with your mentor as well as with the instructor of the course.

Think about the different types of instructional activities that we have discussed in class today and how you use them in your own classroom. For each type of activity, indicate how often you use this kind of activity in teaching, whether you do it (or some part of it) so well that you could help someone else do it better, and whether you would like us to concentrate on giving you some ideas for how to do it better (or with more variety).

Content Development

1.I do some of this type of instructional activity:
_____ Several times a day
_____ Once a day
_____ Several times each week
_____ Once a week
_____ Hardly ever

2. With this kind of instructional activity, I am very good at ____________________

____

____

and would be willing to share it with others.

3. Check One:
_____ I am looking for ideas about this kind of instructional activity
_____ I could probably use some ideas about this kind of activity
_____ This is not an area where I need much assistance at all

Comments: ____

Seatwork

1.I do some of this type of instructional activity:
_____ Several times a day
_____ Once a day
_____ Several times each week
_____ Once a week
_____ Hardly ever

2. With this kind of instructional activity, I am very good at ____________________

____

____

and would be willing to share it with others.

Seatwork (cont.)

3. Check One: _____ I am looking for ideas about this kind of instructional activity
_____ I could probably use some ideas about this kind of activity
_____ This is not an area where I need much assistance at all

Comments: ____

Checking

1. I do some of this type of instructional activity: _____ Several times a day
_____ Once a day
_____ Several times each week
_____ Once a week
_____ Hardly ever

2. With this kind of instructional activity, I am very good at ____________________

____

____

and would be willing to share it with others.

3. Check One: _____ I am looking for ideas about this kind of instructional activity
_____ I could probably use some ideas about this kind of activity
_____ This is not an area where I need much assistance at all

Comments: ____

Recitation

1. I do some of this type of instructional activity: _____ Several times a day
_____ Once a day
_____ Several times each week
_____ Once a week
_____ Hardly ever

2. With this kind of instructional activity, I am very good at ____________________

____

____

and would be willing to share it with others.

3. Check One: _____ I am looking for ideas about this kind of instructional activity
_____ I could probably use some ideas about this kind of activity
_____ This is not an area where I need much assistance at all

Comments: ____

Discussion

1.I do some of this type of instructional activity:
____ Several times a day
____ Once a day
____ Several times each week
____ Once a week
____ Hardly ever

2. With this kind of instructional activity, I am very good at ____________________

____

____

and would be willing to share it with others.

3. Check One:
____ I am looking for ideas about this kind of instructional activity
____ I could probably use some ideas about this kind of activity
____ This is not an area where I need much assistance at all

Comments: ____

Student Work in Groups

1.I do some of this type of instructional activity:
____ Several times a day
____ Once a day
____ Several times each week
____ Once a week
____ Hardly ever

2. With this kind of instructional activity, I am very good at ____________________

____

____

and would be willing to share it with others.

3. Check One:
____ I am looking for ideas about this kind of instructional activity
____ I could probably use some ideas about this kind of activity
____ This is not an area where I need much assistance at all

Comments: ____

Small Group Instruction

1.I do some of this type of instructional activity:
____ Several times a day
____ Once a day
____ Several times each week
____ Once a week
____ Hardly ever

2. With this kind of instructional activity, I am very good at ____________________

____

____

and would be willing to share it with others.

3. Check One:
____ I am looking for ideas about this kind of instructional activity
____ I could probably use some ideas about this kind of activity
____ This is not an area where I need much assistance at all

Comments: ____

Course Evaluation Form

1. What three adjectives most closely describe your reaction to the internship program?

2. What was the most valuable thing you learned in this course?

3. What could you have "done without" in this course?

4. Any suggestions for improvement of any aspect of the internship program?

SELF-EVALUATION - MODULE 1

Assignments Handed in:

Data Collection Sheets ________
Number of Logs ________
Praise Time Capsule ________
Follow-Up on Brophy Article on Praise ________
Self-evaluation of Classroom Management ________
Lesson Plan ________

Report on Lesson Plan (To be handed in with this sheet no later than ________)

Attendance:

Number of Seminars Missed ________

What You've Learned and the Use You have Made of it in Your Classroom:

Refer to the handout summarizing the concepts and principles about classroom management and instructional organization that we have addressed in this module. Tell us, in this space, how useful these ideas have been to you in your teaching thus far. Be specific. Use back of sheet or additional sheet if necessary.

____

____

____

____

Considering all of the above, what grade (A.B.C.D.F) would you assign yourself for your work in this module of the internship?

____

Instructors Comments and Grade Assigned:

SESSION FOURTEEN: C

Fieldwork:

Daily log.

*In mentor-intern pairs, decide on concepts you want to focus on in Module II. Prioritize. Mail responses to ________________ by ________________
(date)

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Module II

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MODULE II

TITLES:

Analysis of Teaching
Teaching Internship II
Supervision of Self-Assessment of Teaching

DESCRIPTION:

These courses prepare both mentors and interns to analyse and reflect upon the relationship between teacher thinking, teaching behavior and the opportunity for student learning. Emphasis is on the teaching act both in seminar and in actual classroom settings. The goal is to improve teachers' problem solving skills and "in-flight" decisions.

RATIONALE:

Teachers need to think about what they do before, during and after classroom teaching.

Teachers need to act on their thinking independently and to risk, re-evaluate and revise, at times, without the pressure of formal ratings.

Teachers prefer nonevaluative peer feedback and support

Teachers need freedom to be creative and innovative, to influence/impact on students in a positive manner, and to be recognized

SESSION ONE: A

As a result of completing this session, mentors will:

1. Reflect on the meaning of the term growth and grasp some functional ways of understanding the term based on literature.

ACTIVITY #1

Have mentors define the word growth in terms of their own development as teachers. Have them be specific and highlight main transitional periods in their careers. Then have each mentor produce a personal map depicting growth as a teacher and, in parallel, as an adult. Share conceptual maps.

ACTIVITY #2

Present summaries from the literature on how learning changes the learner. (See Daloz, 1986, pp. 130-150). Discuss. Then have each mentor write an essay responding to two questions about growth: "What is its direction?" and "How does it work?" (Daloz, 1986, p.128).

SESSION ONE: B

As a result of completing this session, interns and mentors will:

1. Determine course content.
2. Share personal maps depicting growth.

ACTIVITY #1

Note: Course content is best selected on the basis of a needs assessment. As a result of the needs assessment we conducted at the end of Module I, the following topics were chosen as major areas upon which to build Module II:

(1) Grouping for reading.
(2) Planning and use of instructional materials mandated by school administrators.
(3) Activity development.
(4) Managing groups.
(5) Improving student retention.
(6) Non-verbal communication.

With interns, prioritize topics for presentaion and spell out additional course requirements. For example, requirements might include a series of reflective teaching experiences for both mentors and interns, formal training conducting conferences and observations, and the writing of critical incident reports. The Baruch Program included all three.

ACTIVITY #2

In mentor-intern clusters, have mentors replicate activities related to the meaning of growth with interns.

ACTIVITY #3

Introduce, explain, and show participants how to write up the critical incident report.

For example:

CRITICAL INCIDENT REPORT FORM

Name ______________________________ School ______________________________

Date ____________________

Directions: Describe an incident which had significant impact on your growth as a professional. Please follow the two column structure that is detailed below. If you are unsure about where to write your information, please go back and consult the checklists that are described in the instructions.

Part 1. Describe an incident that occurred in the mentor training coursework or in working with your beginning intern.	Part 2: Write evaluation statements that express your judgments, feelings, thoughts, and conclusions about the incident you described in Part 1.

For More Space See the Next Page

SESSION ONE: C

Fieldwork

Intern/Mentor Journals. Focus: Evaluate reading plans, use of basal teaching formats and student attention, engagement, and satisfaction. (See handout, next page.)

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP PROJECT

Intern Name: ______________________________

Date: ______________

Self Description and Reevaluation of Group Management in Reading

1. Describe your grouping for reading.

Example:

Number of Children	Reading Grade Level
3	1^1
3	1^2
4	2^1
5	2^2
10	3^1
4	3^2
3	4
2	

Which basal reader(s) do you use? Level__________

Why?______________________________

How do you meet the needs of all students?______________________________

____

2. Outline your reading schedule for the week.

Example:

Monday	Group A	Group B
5"	Introduction of today's lesson and what you expect of Ss	
20"-30"	Teacher-directed lesson	Independent Work
20"-30"	Independent Work	Teacher-directed lesson
10"	Whole class sharing and record keeping	

Your Outline

Why do you think this schedule and grouping patttern is working/not working?

SESSION TWO: A

As a result of completing this session, mentors will:

1. Visualize the effects of support and challenge on development.

ACTIVITY #1

Discuss problems interns are having planning and teaching reading. Set the agenda for the intern seminar to follow:

ACTIVITY #2

Present Daloz's (1986) model of support and challenge:

HIGH

Retreat Growth

Challenge

Stasis Confirmation

Support

Low HIGH

(p. 214)

Discuss.

Key concept:

> ...in an appropriate mix, development can occur. Just what that is, of course, depends on the particular needs of the student and style of the mentor. And clearly not every teacher will work for every student. But if we believe that good mentorship can be learned, at least in part, then it is in our interest to expand our capacities and deepen our sensitivity. To that end, let's look at some of the things that good mentors seem to do. (Daloz, p. 215)

Using Daloz's (1986) words, the research professor can initiate a lively discussion around two important concepts:

(1) the match between mentor and intern.

(2) things that good mentors do

SESSION TWO: B

As a result of completing this session interns and mentors will:

1. Make decisions about grouping for reading.
2. Reduce anxiety about working with students in smaller groups.

ACTIVITY #1

In whole group format, each participant will provide feedback on current status of the reading period, using "Self Description and Reevaluation of Group Management in Reading" as a guide (see p. __.)

ACTIVITY #2

Introduce one principle of planning (FPMS, 1982)

- If teachers attend to content, instructional materials, activities, learner needs, and goals in their instructional planning, then the resulting preparedness can increase the probability of effective classroom performance.

In mentor-intern groups, have each mentor describe, in detail, how they:

(1) attend to content,
(2) attend to instructional materials and activities,
(3) learner needs, and
(4) goals in their instructional planning.

Suggest to mentors that they use their written lesson plans to demonstrate how and why each aspect of the principle is considered.

ACTIVITY #3

Have each mentor, with each intern, inventory, review, and explain basal reading materials.

SESSION TWO: C

Fieldwork:

Journal entry (ies)
Intern secures all basal reading materials and supplementary kits necessary to organize and manage reading groups.

SESSION THREE: A

As a result of completing this session, mentors will:

1. Increase their awareness of five supportive functions of mentoring.

2. Prepare an agenda for intern group seminar activity to explain how reading content, activities and goals are selected appropriate to learner needs.

ACTIVITY #1

Define support.

> "Support is the activity of holding, of providing a place where the student can contact her need for fundamental trust, the basis of growth. It means moving to confirm the students' sense of worth and helping her to see that she is both OK where she is and capable of moving ahead when she chooses.
> (Daloz, 1986, p.215)

Discuss. Modify. Extend.

ACTIVITY #2

List five supportive functions:

1. Listening.
2. Providing structure.
3. Expressing positive expectations.
4. Sharing ourselves.
5. Making it special.

(Daloz, 1986, pp. 215-223)

Discuss. Have each mentor give examples of functions.

ACTIVITY #3

Allow approximately 20' for each mentor to prepare the reading activity for interns. (See Session Three: A, objective #2.)

SESSION THREE: B

As a result of completing this session, interns and mentors will:

1. Select reading content, activities, and goals for the week based on learner needs.

2. Schedule reading timne working with at least two groups.

2. Role play management of reading groups.

ACTIVITY #1

In mentor-intern groups, have mentors suggest to interns specific ways of selecting reading content and activities using basal rader materials. Have each intern write weekly objectives for at least two reading groups and select content and activities based on student needs.

ACTIVITY #2

In whole group session, have each mentor show and tell how group instuction is implemented in his/her classroom. Highlight key functions:

(1) accessibility of materials
(2) management of groups
(3) efficient use of time
(4) transitions
(5) pacing
(6) physical arrangement

Allow for question and answer period. Solutions to problems.

ACTIVITY #3

In mentor-intern groups, have interns demonstrate how they manage their reading groups. Focus on the beginning and end of the lesson. Stress transitions. Allow time for follow-up discussion/reactions.

SESSION THREE: C

Fieldwork

Journals. Interclass visitations during reading time.

SESSION FOUR: A

As a result of completing this session, mentors will:

1. Understand the tension that exists between support and challenge.

Activity

Review supportive functions.
Explore the meaning of the term cognitive dissonance (see Daloz, 1986, p. 223)
Review ways that mentors sometimes use to close the gaps between support and challenge.
For example, review Daloz (1986) descriptions of how mentors:

1. Set tasks
2. Engage students in discussion.
3. Highlight dichotomies,
4. Construct hypotheses, and
5. Set high standards

(see pp. 223-229)

Discuss the importance of achieving a balance between telling and intern initiative and risk taking.

SESSION FOUR: B

As a result of completing this session, interns and mentors will:

1. Report on intervisitations.
2. Assess student cooperation.

ACTIVITY #1

In whole group session, have mentors and interns share observations/thoughts about interclass visitations. Record. From list of observations, allow interns and mentors to borrow strategies/techniques/ideas from one another.

ACTIVITY #2

In mentor-intern groups, have interns discuss the effects of grouping for reading in terms of opportunity for student learning under the following categories:

(1) Use of time.
(2) Seatwork.
(3) Selection of materials.
(4) Lesson objectives/student outcomes.
(5) Student attention and engagement.
(6) Physical arrangement.

Mentors facilitate and guide the discussion.

ACTIVITY #3

Have participants read the following excerpt from Walter Doyle (1986):

> Order and Cooperation
>
> "From the perspective of order, "cooperation" rather than "engagement" (in the sense of involvement with content) is the minimum requirement for student behavior (see Doyle, 1979b). The term "cooperation" derived from Grice's (1975) analysis of the "Cooperation Principle" in conversations, is useful for at least two reasons. First, it is a social construct which emphasizes the fact that classroom activities are "jointly constituted" by the participants

> (Erickson & Shultz, 1981). That is, order, in classrooms as in conversations, is achieved with students and depends upon their willingness to follow along with the unfolding of the event. Second, the term acknowledges the fact that order can, and often does, rest on passive noninvolvement by at least some students. In seatwork, for instance, order exists as long as students are not interacting or distracting one another even though they may not be engaged in working with the content. A whole-class discussion can, and often does (see Adams, 1969), operate with only a few students actually interacting with the teacher and the others playing the roles of audience members or passive bystanders, that is, "sitting nicely" and listening (Sieber, 1981). Cooperation, in other words, includes both involvement in the program of action for the activity and passive noninvolvement. Misbehavior, on the other hand, is any action by one or more students that threatens to dsrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norms of appropriate classroom behavior held by the teacher, the students, or the school staff (see Denscombe, 1980a; Gannaway, 1976; Hargreaves et al.,1975; Nash, 1976; Pollard, 1980). For an activity to succeed as a social event in a classroom, in other words, sufficient numbers of students must be willing to enact the participant role while the rest at least allow the activity to continue.
>
> It is important to emphasize that the focus here is on the problem of order and not the problem of learning. For the purpose of learning, all students ideally should engage in working with content. But in the daily world of a classroom order can, and often does, exist without full and continuous engagement by all students in learning tasks. Moreover, passive nonengagement is not necessarily problematic in establishing and sustaining order even though it may be unsatisfactory for learning.
>
> p. 396

Have each participant interpret the selection by responding, in writing, to Doyle's ideas on student cooperation.

Then have participants respond to the following questions:

(1) What is the difference between order and cooperation?

(2) How can you tell when students are cooperating rather than just behaving?

SESSION FOUR: C

Journals.
Record examples of student cooperation during reading lessons.

SESSION FIVE: A

As a result of completing this session, mentors will:

1. Critically assess a diagnostic conferencing strategy.

ACTIVITY

Present in written form the "Componets of a Good Diagnostic Conference." Have mentors read and react.

COMPONENTS OF A GOOD DIAGNOSTIC CONFERENCE

(adapted from strategy created by Drs. F. McDonald & C. Stevenson, 1979)

Phase 1

A. A clear statement of purpose by the teacher or elicitied by the Mentor.
B. Purpose restated or clarified by the Mentor.

Phase 2

Describe behaviors in the classroom.

A. What does the teacher do?
B. What do the children do?

Phase 3

Analyze the teacher's strategy or procedure:

A. Was the strategy appropriate?
B. If it was appropriate, why wasn't it working? How could it be improved
C. If inappropriate, see if teacher has other ideas for alternative strategies.

Phase 4A If teacher suggests improvements or new strategies, the Mentor may:

A. Agree or praise.
B. Ask teacher or predict consequence.
C. Ask directed question to lead to change or improvement of teacher's suggestion.
D. Express feeling that this might not work and explore other possibilities.

Phase 4B If teacher has no suggestions, the Mentor may:

A. Offer a suggestion.
B. Ask the teacher to evaluate the suggestion.
C. Ask the teacher if this suggestion gives the teacher any ideas.
D. Offer several suggestions; ask for the teacher's reaction and select one she or he would be willing to try.

Phase 4C Decide to observe first before discussing, selecting and planning appropriate strategies.

A. Propose observing to the teacher.
B. Answer any questions on how this might help.

If this alternative is chosen, move next to Phase 5 and then to Phases 7 and 8.

Phase 5 Agreement on plans for a specific next step in classroom by teacher or Mentor.

Phase 6 Make decision about involvement of Mentor. Agree on one or more of the following:

A. Plan the specific lesson with the teacher (might involve role playing).
B. Help teacher select materials appropriate to selected lesson.
C. Observe teacher trying new ideas, followed by feedback conference.
D. Conference using self-report of teacher.
E. Demonstrating the selected strategy.
F. Other.

Phase 7 Summarize what has been accomplished: the analysis of the problem, solutions considered, the plan developed. Acknowledge teacher's contributions.

Note: Write up summary of conference and file in teacher's confidential folder.

Key Concepts:
(1) Some interns want/need more support than challenge; some interns want/need more autonomy and an opportunity to be innovative.
(2) All interns want to be recognized, praised and appreciated.
(3) Interns need to be made aware of building a repertoire of strategy/techniques/ideas that can be retrieved while teaching.
(4) The steps of a diagnostic conference can be modified and used differently by mentors.

SESSION FIVE: B

As a result of completing this session, interns and mentors will:

(1) Evaluate the concept: "Review of the subject matter" (FPMS, p. 68)

(2) Appraise their ability to conduct or participate in a diagnostic conference.

ACTIVITY #1

In whole group format, define review of subject matter and present the following indicators:

1) Lesson-initiating review
2) Topic summary within lesson
3) Lesson-end review
Ask participants for examples and non-examples.

ACTIVITY #2

In mentor-intern groups, have each intern create a 10' lesson simulation which incorporates the indicators listed above. Conduct the lesson. As group members observe, have the mentor conduct a diagnostic conference with each intern. Have group members provide feedback. Encourage the mentor and intern to express feelings about the form and content of conference.

Reconvene whole group. Share experiences.

ACITIVTY #3

In mentor-intern groups, have each intern think of one lesson he/she will teach the next day. With mentor assistance, prepare at least one lesson-initiating review, topic summary within lesson, and lesson and review.

Session Five: C

Fieldwork

Journal entries related to conferencing skills.

Complete this handout.

CONCEPT: REVIEW OF SUBJECT MATTER

DEFINITIION: Teacher performance that either rehearses the main points of a previously discussed topic, problem, unit, or lesson(s) or that directly involves the class in the rehearsal. (FPMS, 1982)

TOPIC: GROUPING

REVIEW: In what specific ways did you involve the class in the rehearsal of your group management techniques last week? (i.e., Did you conduct a cooperation training exercise?)

If your management of groupwork in reading improved this week, then state specfically why you think this improvement occurred.

If your management of groupwork in reading did not improve this week, then state specifically why you think ths improvement did not occur.

If your management of groupwork remained stable (you perceived things to be in place), then be specific about the reasons for the reading period running so smoothly.

SESSION Six: A

As a result of completing this session, mentors will:

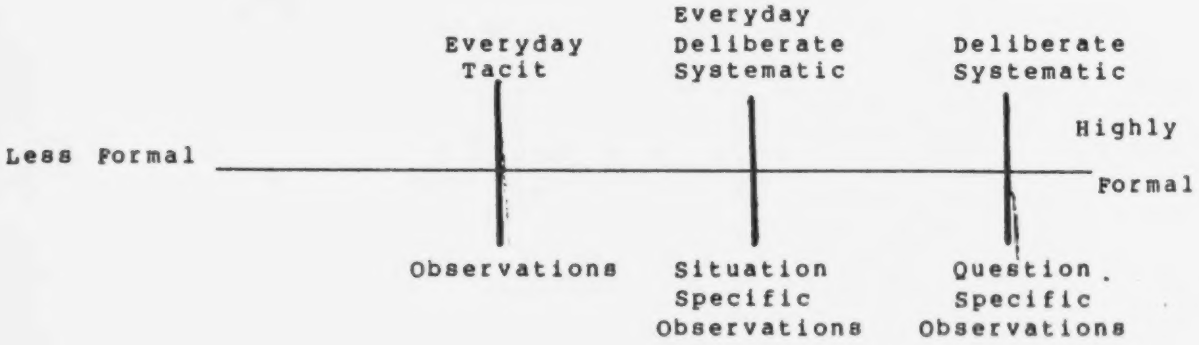
1. Decide on at least one observation strategy to use with the interns.

ACTIVITY

Discuss the nature of observation and observational tools. Evertson, C. Green, J. (1986), for example, provide an excellent resource for providing mentors with information on this topic.

Elicit mentors' responses to the the question "What is observation?" and "How can observation be used to help teachers make decisions about events within a particular context?"

Use the following figure (Evertson & Green, 1986, p. 164) to explain that observations are done in diverse ways using a variety of representational systems.


Everyday
Tacit
Everyday
Deliberate
Systematic
Deliberate
Systematic
Less Formal
Highly
Formal
Observations
Situation
Specific
Observations
Question
Specific
Observations

Have mentors make decision about using one or more tools and systems that might work for them.

Using the review of concepts and principles handout, help them to invent a system appropriate for use with interns.

Session Six: B

As a result of completing this session, interns and mentors will:

1. Decide on a tentative schedule and system of classroom observations.

ACTIVITY #1

In mentor-intern groups, have mentors propose a system of observation to interns. Have each mentor and intern reach agreement on purpose of observations, method of observation, and schedule of observations for the next week.

ACTIVITY #2

In whole group format, introduce the concept, lesson development and list indicators suggested by FPMS, 1982:

1) Orients student to classwork/specifies purposes of activities.
2) Indicates change of topic or activity.
3) Talks on subject matter.
4) Questions student comprehension
    Low order questions
    High order questions
5) Provides independent/choral/unison practice
6) Pauses before soliciting answers to complex questions.

Elicit examples and nonexamples from mentors and interns.

ACTIVITY #3

In mentor-intern groups, have mentors demonstrate "lesson development" for interns. Allow 10 to 15 minutes for small group discussion and feedback.

SESSION SIX: C

Fieldwork:

Journal entries based on observations of the development of a reading lesson.

Completion of following handout from AFT Educational Research & Dissemination Project, 1982.

PLANNING INSTRUCTIONAL TIME

Training Activity
for
Direct Instruction or Interactive Teaching Research

Drawing on your own classroom situation, pick out a particular class or subject you taught this past week which you felt went extremely well, or one you are planning to teach which you want to go extremely well. Fill in the following chart with the information requested. Analyze your time allocations to determine where your priorities seem to be with respect to the instructional functions. Are you spending sufficient time interacting with students, reviewing, presenting and practicing material?

Class ____________________________

Total Allocated Time __________ minutes

		FORMAT		
		Whole Class	Small Groups (A, B, C, or D)*	Individual
INSTRUCTIONAL FUNCTIONS	TIME	(✓)	(✓)	(✓)
Review of homework (or previous lesson)				
Need to re-teach?				
Presentation of new concepts/skills:				
Initial student practice/feedback				
Need to re-teach?				
Independent student practice:				
Need to re-teach?				

Assignment:

*Indicate criteria for grouping:
A = ability C = student choice
B = interest D = other

SESSION SEVEN: A

As a result of completing this session, mentors will

1. Implement an evaluation conference which represents a post-observation analysis of a teaching session.

ACTIVITY #1

Mentors discuss and react to the "Components of a Good Evaluation Conference Following Planned Intervention Strategy." One mentor and the research professor role play a scripted classroom scene. Group critiques. Mentor pairs practice conference strategy alternating mentor-intern roles.

COMPONENTS OF A GOOD EVALUATION CONFERENCE FOLLOWING PLANNED INTERVENTION STRATEGY

Phase 1	State the purpose of the conference for the teacher. State how you plan to help the teacher by giving feedback on the lesson, e.g., show the observation form you will discuss.
Phase 2	As for the teacher's feelings about using the skill techniques or strategy that was planned. Ask specific questions, e.g., teacher's feelings about childrens' performance.
Phase 3	Ask teacher to state the specific objective(s) of the lesson.
Phase 4A	Ask the teacher if the pupils' responses achieved the specific objectives. If not... A. Ask why the teacher thinks these objectives were not acheived. B. If the teacher thinks the problem was the children, e.g., not interested or motivated, ask how the lesson could have been organized to interest and motivate them. C. If the teacher thinks the problem was the strategy or technique, move to Phase 5.
Phase 4B	If the teacher sees the objectives as having been achieved, but the Mentor does not, move to Phase 5.

Phase 5 Give nonjudgmental feedback (strengths, omissions, etc.) on specific performance of the teacher, pupil involvement and specific pupils' responses. Describe information in note or observation form.

Review tapes of lesson if available or teacher's behavior step by step to find posts where pupils' behavior deviates from what was expected. Stop at these spots and ...

A. Examine teacher behavior; e.g., question, judgmental statement, nonverbal gestures, strategies.

B. Ask what other techniques might be tried here. (Role playing may be useful in this place.)

Phase 6 If improvements are to be made, or the strategy is to be changed, plan to try the revised or new strategy or techniques in a similar lesson.

Phase 7 If the objectives were achieved, formulate plans with the teacher for using the skill, technique or strategy in teaching lessons in another subject or topic area.

SESSION SEVEN: B

As a result of completing this session, interns and mentors will:

1. Implement an evaluation conference which represents a post-observation analysis of a teaching strategy.

2. Explicitly state lesson development processes used during reading lesson given during past week.

ACTIVITY #1

Using a scriped planned intervention strategy, have mentor-intern clusters role play an evaluation conference. As the mentor role plays with each intern, have other interns record the strengths of the conference.

ACTIVITY #2

Brainstorm to generate strategies to keep students focused and accountable. Share. Discuss.

SESSION SEVEN: C

Mentor continues observing each intern or intern observes intern.
Focus is on student during lesson development.
Journal entries reflect observations.

SESSION EIGHT: A

As a result of completing this session, mentors will:

1. Prepare a reflective teaching lesson for interns.

ACTIVITY

Research professor presents components of a reflective teaching lesson and an sample lesson from Cruickshank, D.R. et al. (1987). Reflective teaching. Phi Delta Kappa: Bloomington, Indiana

Mentors prepare to teach lesson to interns.

INTRODUCTION

- RT has been developed to help you gradually assume the role & responsibility of teaching.

- During RT you will teach at least one RTL to 3-5 peers.

- Teaching an RTL will provide you with an opportunity to think about thinking (metacognition) and to receive feedback from your peers.

- METACOGNITION consists of standing outside of one's head and directing how one is going about executing a thinking task. It involves:
  - planning how to carry out the task
  - carrying it out (execution)
  - monitoring one's progress while teaching
  - adjusting one's action to the plan, and
  - sometimes, revising both plan & action in the process (Beyer, 1987)

RT will form a link between vicarious experiences in this course & real alternative for use in educating practitioners.

RT METHOD

- The class is divided into groups of 4 to 6.

- One intern is selected/volunteers to teach a 10 to 15 minute lesson to the group the following week. All designated teachers are given the same lesson to prepare for the next meeting.

- Each designated plans his/her OWN lesson. Each chooses what he will do and how he will do it.

- When the class next meets, designated teachers teach their groups simultaneously.

- At the conclusion of the lesson, the mentor leads a small group talk.

  - the designated teacher determines to what extent the learners learned and then discloses his/her metacogniteve processes while teaching.

  - the learners comment on their satisfaction related to achievement and individual need.

  - The research professor leads a whole group discussion.

ROLES DURING RT

DESIGNATED TEACHERS will:

1. Perform the complete act of teaching, that is
    - plan a lesson
    - teach it
    - monitor it while teaching
    - assess learning & satisfaction
2. Teach the lesson in any way that they choose to maximize student learning and satisfaction.
3. Ensure that all materials are on hand
4. Set up teaching stations as they want them
5. Wait for the instructor's signal to start teaching ("GO")
6. Stop teaching at the instructor's signal (T=time out)
7. Assess & record learning & satisfaction using the test, learner satisfaction forms, and scoring box provided by the instructor.

LEARNERS will:

1. Be available & on time for lessons
2. Be themselves (no role playing invloved)
3. Go immediately to an assigned station where you will be taught a lesson
4. Evaluate your achievement and satisfaction at the end of the lesson
5. Engage in small and then large group discussions. (It is during this time that you begin to think seriously about "What makes teaching effective?"
6. Cooperate in following the ground rules we set up to ensure a smooth running, productive, and fun class.

MENTORS will:

1. Lead the small group discussion in a brief, 10 minute post-teaching reflective session.
2. Select questions for use during this time to elicit DT's thinking & learner's thinking. (See list of questions)

SESSION EIGHT: B

As a result of completing this session, interns and mentors will:

1. Critically assess the value of the reflective teaching lesson.

ACTIVITY #1

In whole group session the research professor presents the philosophy, rationale and reflective teaching lesson. Question and answer period follows.

ACTIVITY #2

In mentor-intern clusters, each mentor teaches "The Teacher Problems Task" and follows script of directions provided by the research professor.

ACTIVITY #3

In mentor-intern clusters, interns schedule dates for presentation of at least one of the the 36 reflective teaching lessons listed in Cruicsbank, D., et al, 1987, Reflective teaching, p.4.

SESSION EIGHT: C

Fieldwork

Journal entries which reflect teachers's metacognitive processes and perceptions of student satisfaction.

SESSIONS 9,10,11,12: A,B, and C.

At least four sessions can be devoted to reflective teaching in seminar. During these sessions each intern might plan and teach at least one of the lessons developed at Ohio State University. These lessons reinforce research on effective teaching and make teachers aware of student academic achievement, attitudes, and satisfaction. In addition, interns might prepare an RTL based on an actual classroom lesson with children.

These lessons can be audiotaped and/or videotaped.

Session Thirteen: A

As a result of completing this session, mentors will:

1. Reflect on how re-seeing, re-forming, and caring influence the professional growth of interns and mentors.

ACTIVITY

Have mentors respond to these questions:

1. How has the internship experience helped you to see yourself in new ways?

3. How has the internship experience helped your students see themselves in new ways?

SESSION THIRTEEN: B

As a result of completing this session, interns and mentors will:

1. Reflect on how re-seeing, reforming, and caring influence the professional growth of interns and mentors.

2. Share critical incidents.

ACTIVITY #1

Have interns respond to these questions:

1. How has the internship experience helped you see yourself in new ways?

2. How has the internship experience helped your students see themselves in new ways?

3. How has the menotor helped you to see yourself in new ways?

In mentor-intern clusters, share responses.

ACTIVITY #2

In either whole group format or small groups, have each participant share at least one critical incident and impressions of the mentor-intern experience.

SESSION THIRTEEN: C

Fieldwork

Review summary of concepts and principles wth mentor and other interns.

b. Instructional Organization

8. Use of Time

Begins classwork promptly	Delays starting lesson
Provides activities and attends students	Delays new topic or activity/ students wait for instruction or teacher assistance
Has materials in order/ minimal time spent in passing out papers, etc.	Searches for or does not have handouts/ materials/equipment in order - disorganized

COMMENTS

9. Review/Summary

Conducts lesson-initiating review
Conducts topic summary within lesson
Conducts review at end of lesson

COMMENTS

10. Lesson Development

Orients students to classwork/specifies purposes of activities	
Indicates change of topic or activity	
Talks on subject matter	Talks or questions off-subject
Questions student comprehension Low order questions High order questions	Extends talk or changes topic without comprehension check
Provides independent/choral/unison practice	
Pauses before soliciting answers to complex questions	Solicits immediate response to complex questions

COMMENTS

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11. Homework/Seatwork

Gives homework/seatwork directions and due date	Assigns homework/seatwork without directions/due date
Checks comprehension of directions	Directs students to start without checking comprehension
Circulates & assists students	Remains at dest - inadequate circulation/assistance
Checks errors or gives feedback on homework/seatwork	Does not give feedback on homework/seatwork
Gives 80-90% success rate work	

COMMENTS

Summary Comments: What's well in hand? Where do you want to spend your efforts?

SESSION FOURTEEN: A and B

In mentor pairs and in mentor-intern pairs, conduct a conference to determine successes/gains and future needs.

Use the summary of instructional organization of concepts as guides.

Do.

Make decisions about course content for Module III.

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Module III

Module III

TITLE: Strategies for Teaching
Teaching Internship III

DESCRIPTION: This course is a study of an array of models that represent three different "families" of approaches to teaching. The emphasis will be on the development of teaching strategies in a range of instructional models appropriate to teaching specific curriculum areas. Reflective teaching practices of instructional strategies and review of instructional materials in the seven curriculum areas will be included.

RATIONALE: Knowledge is power. Interns need to be armed with a powerful variety of teaching approaches to meet the different goals of students. This course will prepare interns to create rich and multi-dimensional learning environments for their students.

SESSION ONE: A

As a result of completing this session, interns and mentors will:

1. Assess the course content.
2. Implement first steps in creating a learning center for students.

ACTIVITY #1
Participants will discuss course content and provide feedback to the research professor:

COURSE CONTENT

(based in part on Joyce, B. & Weil, M. (1986) Model of Teaching, third edition.)

I. Cooperative learning models and the productive use of individual differences:

   1. Learning Centers as Models
   2. Writing Process as Model
   3. Project Development as model

II. Information - Processing models.

   1. Attaining concepts
   2. Learning from presentations

III. The Behavioral Systems Family

   1. Direct instruction

ACTIVITY # 2

Research professor presents philosophy, rationale, characteristics of learning center. Review sample learning center with class.

Participants discuss.

SESSION ONE: B

Fieldwork
Journal entries.
Preparation of one learning center with mentors help.

SESSION TWO: A

As a result of completing this session, interns and mentors will:

1. Evaluate learning centers developed and share benefits and costs of this strategy.

ACTIVITY: Each participant will share learning center materials, state purpose of, students targeted, method of implementation, and student outcomes and satisfactions.

ACTIVITY #2

Each participant will complete the following matrix to determine whether learning center activities move students from lower level thinking to higher order thinking. This activity will be followed by a whole class discussion/critique.
The emphasis will be on appropriateness of activities for individual students, student pairing/teaming/cooperative learning.

BLOOM'S TAXONOMY

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation

SESSION TWO: B

Fieldwork:
Journal entries.
Refinement and extension of learning center activities.

SESSION THREE: A

As a result of completing this session, interns and mentors will:

1. Experience the writing process.

ACTIVITY #1

Research professor presents and develops key concepts from research using concepts: the writings of Lucy Calkins (1986) The Art of Teaching Writing as a resource.

1. Teachers as researchers
2. Teaching the writing process
3. Creating classroom settings that allow us to listen. (Review of classroom management concepts and principles)

ACTIVITY #2

Free writing.

Allow interns and mentors approximately 8 to 10 minutes to write about their philosophy of composition. Ask for volunteers to share pieces (that is read each other's piece). Set up ground rules for sharing that might be useful in regular classroom settings.

For example, Peter Elbow (1973) suggests the following guidelines to the writer on listening (pp. 101-116):

1. Be quiet and listen.
2. Don't try to understnad what people tell you.
3. Try to understand how the reader tells it to you.
4. Don't reject what readers tell you.
5. Don't stop them from giving you reactions.
6. Remember, you are always right and always wrong.

ACTIVITY #3

Review Elbow's (1976) suggestions for developing a writing class period:

1. Get a commitment from students to write for a ten week stretch.
2. Make sure everyone writes something every week.

3. Make sure everything read aloud is read twice and given a moment's silence after each reading.

4. Give pointing and summarizing responses to each piece of writing.

5. Have each reader/listener, for the first four writing periods, show rather than tell reactions to a piece.

6. Use the last five minutes of each writing class for reactions to the class itself.

ACTIVITY #4

Engage participants in no. 6 above.

SESSION THREE: B

Fieldwork

Journal entries

Trying the writing process with the class

- Prewriting
- Writing
- Sharing

SESSION FOUR: A

As a result of completing he session, interns and mentors will:
1. Make decisions about peer conferencing.

ACTIVITY #1

Discuss how children change as writers.

You might want to use Calkins (1986, Section II) as a resource.

ACTIVITY #2

In mentor-intern clusters, practice teacher-student and peer conferences again, Calkins (1986) will serve as a good model for getting children to revise their writings.

ACTIVITY #3

Discuss the editing and publishing stages. Draw on the experience of mentors to elicit specific suggestions. Record. Xerox. Distribute.

SESSION FOUR: B

Fieldwork

Journal entries based on the revision process.

SESSION FIVE: A

As a result of completing this session, interns and mentors will:

1. Evaluate the importance of writing across the curriculum.

Activity #1

Provide participants with a copy of Calkins (1986) chapter "Writing Across the curriculum: The Potential Power of Learning Logs," pp.261-270. Have interns and mentor read and react.

ACTIVITY #2

In mentor-intern clusters, have each intern decide on a class project. Brainstorm topics for development in each of the seven curriculum areas. Develop writing activites that are most appropriate for each area. Share with larger group.

If time permits, discuss the reading-writing connections in terms of student learning.

SESSION FIVE: B

Fieldwork

Journal entries based on project development.

SESSION SIX: A

As a result of completing this session, interns and mentors will:

1. Plan a concept attainment lesson.

ACTIVITY #1

View a short videotaped lesson in which a teacher demonstrates the teaching of a concept to students.

Have participants observe to note how the teacher presents each element of the research - supported strategy for teaching concepts: (Before viewing, define terms, if necessary.)

1. Present a definition
2. Emphasize critical attributes
3. Provide examples
4. Provide non-examples
5. Use example - testing

In whole group format, discuss each element of the strategy observed. Re-view videotape, if necessary. Compare and contrast concept attainment with concept formation.

ACTIVITY #2 & #3

Present scenario and concept attainment lesson from Models of teaching. pp.25-26 and 27-30.

Engage interns and mentors in discussion.
Analyze the concept attainment lesson in detail.

ACTIVITY #4

In mentor-intern groups, have each intern with the assistance of the mentor, plan a concept attainment lesson for their students.

Provide them with Joyce & Weil (1986) concept attainment model (p.34).

SESSION SIX: B

Fieldwork

Journal entries based on concept attainment lesson taught to children.

SESSION SEVEN: A

As a result of completing this session, interns and mentors will:

1. Critically assess concept attainment lessons presented in seminar.
2. Understand Taba's inductive thinking strategy, Joyce B. & Weil, M. (1986, pp.40-55).

ACTIVITY #1

In mentor-intern clusters, have interns share experiences with concept attainment lesson. Have each demonstrate lesson with group members, Discuss successes, failures, and possible revisions.

ACTIVITY #2

In small groups, have each mentor present Taba's three inductive thinking tasks and teaching strategies. (Have mentors use Joyce & Weil (1986) PP.43-54 to prepare in advance for the activity with interns.)

SESSION SEVEN: B

Fieldwork

Journal entry based on strategy one: Concept formation.

SESSIONS EIGHT & NINE: A and B

As a result of completing these sessions, interns and mentors will:

1. Feel comfortable using the concept attainment model and Taba's inductive thinking strategies.

ACTIVITY:
For these two session, both mentors and interns might demonstrate their competency and skill using these models as a basis for reflective teaching in seminar and real teaching in their own classroom. As always, group feedback sessions might be scheduled during the week for mentor and intern teams to critique each other.

SESSION TEN: A

As a result of completing this session, interns and mentors will:

1. Critically assess Ausubel's advance organizer as a teaching strategy.

ACTIVITY #1

Each mentor will demonstrate the strategy for three or four interns-mentors. Interns and mentors will then analyze how:

(1) the subject matter was organized

(2) the subject matter was organized in the intern's mind, and

(3) the implications of advance organizers for teaching elementary grade students.

Once again, Models of Teaching, Third Edition is an excellent resource material.

ACTIVITY #2

In whole group session, the research professor discusses how to formulate and select an advance organizer and the effects of using the model.

SESSION TEN: B

Fieldwork: Journal entry based on planning and teaching using advance organizer model.

SESSIONS ELEVEN AND TWELVE: A and B can be structured to provide practice for mentors and interns with Ausubel's model of teaching. The reflective teaching model can be used.

SESSION THIRTEEN: A

As a result of completing this session, interns and mentors will:

1. Compare and contrast teaching strategies presented in this module with the direct instruction presented in Module II.

ACTIVITY

In mentor-intern groups, interns can share written lesson plans developed for each strategy. As a group, interns can create a summary chart depicting the phases and indicators of each phase of the lesson for each teaching stretegy. The group products can be compared, errors in misconception cleared up, and a discussion can highlight the appropriate use of each model as an instructional tool for students of various ages and levels of ability.

SESSION FOURTEEN

As a result of completing this model, mentors and interns will:

1. Articulate the effects of the teaching internship program.

ACTIVITY #1

Have each mentor and intern discuss and document the effects of the program in each category listed below:

1. Interns' knowledge and use of effective teaching practices.
2. Interns' sense of belonging in school/profession.
3. Mentors' knowledge and use of effective teaching practices in teaching and mentoring.
4. Mentors' knowledge and use of effective mentoring skills.
5. Mentors' sense of professionalism.
6. Experience of interns and mentors with program.
7. Experience of schools with program.

ACTIVITY #2

Party and reflections on an informal basis.

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A Research-Based Internship for Emergency Credentialed Teachers

PROJECT PROFILE

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Final Report
September, 1988
THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP
Contract No. 400-85-1047 (NIE-R-85-0012)

Foreward and Acknowledgements

The Baruch College/New York City Teaching Internship was developed in response to a critical staffing problem in the city's public schools; an overabundance of new, uncertified, underprepared teachers working as temporary per diem (TPD) teachers in full-time regular classroom teaching positions. The one-year program integrates graduate study of effective teaching with an in-school intern-mentor support system. It is offered to elementary school TPD teachers jointly by the college and schools participating in the program.

The program was collaboratively planned, developed, implemented and evaluated over a three year period by faculty representing Baruch College's education and liberal arts departments and representatives of the New York City Public Schools, the United Federation of Teachers, and the New York State Education Department. The program has been funded in part by the Office of Educational Research and Improvement, U.S. Department of Education as one of twenty-nine projects demonstrating the use of research to improve teacher education.

The Baruch internship represents significant change on many fronts in the usual way of doing teacher education and induction business in New York City. Not the least of these changes is the fact that it combines teacher education, a province of the colleges, with teacher induction, a province of the schools. Because the program involved departures from so many practices, traditions, and bureaucratic procedures in both schools and college, it was a high-risk venture. We knew, from the beginning, that it would not be easy to institutionalize this program. But the project presented an opportunity to try to put into effect many sound ideas about improving teacher education and induction, to work in close collaboration with schools and teachers, and to develop program and practice that would enhance teacher professionalism. It was an opportunity to collaboratively define what we'd do if we "had our druthers" in our particular context and then to see how far we could take that ideal vision into practice.

On the part of the college, undertaking the OERI project meant a three-year commitment with some structure (but a great measure of flexibility) to pushing frontiers. It is safe to say that without the OERI contract which provided only a small portion of the funding that supported it, this project would have been aborted in its first attempt to implement the program or at any one of a number of equally troublesome points. Although we knew there would be difficulties, just how difficult, time consuming, and frustrating it would become could not have been foreseen. The fact of "having the contract" and of having made the commitment of resources for a specified number of years carried the vision over many rough spots.

This is, perhaps one of the most important of the "lessons learned" from the work that has been done and it is a lesson that we believe has national applicability for institutions like ours - and for policy makers who want to see change in education. At least for institutions like ours, a small amount of external funding and a contract with an external agency that provides some structure but a large measure of flexibility can help to assure that the will to experiment is transformed into real innovative program. Because both collaborative vision and long-term commitment were there, we have had the

exquisite satisfaction that comes from seeing ideas transformed to program and ideals being realized.

We have learned a great deal in the process of planning, developing, implementing, and evaluating the internship program. What we have learned is the focus of this report. While it is a "final" report to OERI, it is, in reality, a status report on the continuing evolution of the program. What was planned and envisioned in the first year of the project has not all been put into action, although most of it has been. The program continues to seek to meet those ideals while fitting comfortably in the changing political and regulatory context of teacher education and induction in New York City and State. This report documents lessons that can be applied for the future of the program at this institution as well as knowledge that may be useful to other institutions elsewhere in developing similar programs.

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From Baruch College, The City University of New York:

> Provost and Vice President for Academic Affairs, Paul LeClerc for his willingness to invest, his unwavering support for the project, and his continuing understanding of the complexity of change in teacher education;
>
> Howard Siegel, Chair of the Department of Education, who never stopped believing and was instrumental in moving the internship from project to program status;
>
> Faculty members of the Department of Education who contributed ideas, reviewed progress, and spent time and expertise in what sometimes seemed purely academic exercises - especially Lester Alston (documentation coordinator for the project for one and one-half years), and Mordechai

Friedman and Elizabeth Reis who served on the planning committee/policy board for the entire three years and made many contributions to the content and evaluation designs for the program;

Faculty from Liberal Arts and Sciences, Tom Frazier (History), Isabel Sirgado (Romance Languages), and Ronald Schweizer (Natural Sciences); and Ellen Block (Department of Compensatory Education) for their continuing interest in seeing the program come into being, their membership on the planning committee/policy board, and the liberal arts perspective and good old-fashioned common sense they lent to many tough issues;

Katherine Grunfeld, a doctoral intern from Teacher's College, Columbia University who served without pay but with much gratitude as participant observer for this project for one year;

The research assistants, administrative assistants, and student aides without whose practical contributions this project could not have been undertaken; especially Anita Hall who balanced duties as research assistant, administrative assistant extraordinaire, and adjunct faculty at the college simultaneously, and Marcia Stewart who did a masterful job of conducting and summarizing structured interviews of all mentors and interns in the urban cohort.

From the United Federation of Teachers:

Sandra Feldman, President, whose agreement to enter into this collaborative effort was immediate and enthusiastic;

David Sherman, Assistant to the President of the U.F.T. and David Florio, then a special assistant to Albert Shanker, both of whom represented Sandra Feldman on the planning committee/policy board and did much to shape the nature of the intern and mentor arrangements and the incentives for teacher participation in the program;

Ann Rosen, now a co-coordinator of the state-funded Intern-Mentor Program for the New York City Public Schools for being a three-year member of the policy board, bringing a teacher's and teacher unionist's perspective to the design of program and evaluation activities, and for her continuing efforts to bring about coordination of the Baruch internship with those sponsored by the public schools.

The U.F.T. district representatives who served on the planning committee and who carried the word to the schools, and the U.F.T. Chapter Chairleaders in the schools who added involvement in this program to their other teaching and union duties.

From the New York City Public Schools:

Edward Acquilone and Nicholas Aiello of the Division of Personnel, and Charlotte Frank, Pearl Warner, and Maria DeSalvio of the Division of Curriculum and Instruction - all of whom were members of the planning committee/policy board for varying periods of time, all of whom provided information and advice from the central office perspective and all of whom took seriously their planning and reviewing responsibilities;

The community school district administrators and public school principals and assistant principals whose schools offered the program to interns and mentors - and those who just offered advice as policy board members during the planning year;

Russell Cunningham, Principal of P.S. 194, and Harriett Fortson, Assistant Principal, whose vision of what could be and whose hard work and commitment of time, resources, and expertise made it happen for teachers in their school and whose continuing efforts are making it a possibility for many more teachers in their district.

From the New York State Education Department:

Assistant Commissioner for Higher Education Services Mike Van Ryn and Director of the Division of Teacher Education and Certification, Vincent Gazzetta who provided information and valued counsel;

Charles Mackey, Jr., who made trips from Albany for almost every one of the planning committee/policy board meetings, who actively spread the word, and whose continuing encouragement and advice was always helpful.

Because of Charles Mackey's spreading the word about the program, we were fortunate in being able to implement the program in a context and with an audience that we had not originally designed the program for. We are grateful to all those from the Valley Stream Central School District who aided in this effort, particularly Hank Cram, Assistant Superintendent, whose knowledge about and commitment to staff development is extraordinary.

We are also particularly fortunate to have had the services of Carolyn Evertson of Peabody College, Vanderbilt University, and Betty Fry of the Florida State Department of Education as external consultants over the three year period of OERI funding. They have, yearly, reviewed the work of the project and made suggestions and recommendations from their vast combined knowledge about teaching and schools, research on teaching and avenues for linking it into classrooms, and change in teacher education. They were invariably helpful in assisting project staff to rise from a sea of detail and be able to view the larger picture. Their suggestions and recommendations were always on-target and, when implemented, resulted in giant steps forward.

Finally, we thank those teachers who participated in this program as mentors and interns. The mentors say that they have learned as much from the interns as the interns have learned from them. We have learned as much from all of them as they have from us. These teachers must be acknowledged not only for what we have learned from them, but also for their good nature and tolerance when "glitches" were discovered in the new system and when extra demands were placed on them to provide data and feedback. Mostly we thank them, especially those at P.S. 194, for helping us to demonstrate that there could be colleagiality, sharing, confidence, and trust between interns and mentors, teachers and administrators, college professors and school personnel and that that atmosphere makes for a better life for teachers in schools and better education for their pupils.

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

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I. ORGANIZING AND MAINTAINING PARTNERSHIPS

IDEAL	ACCEPTABLE	UNACCEPTABLE
Component I.A. Policy Board Composition		
Representation from: College Education Faculty College Liberal Arts Faculty Public School/District/System Teachers' Organization State Education Department	Representation from: College Education Faculty College Liberal Arts Faculty Public School/District/System Teachers' Organization State Education Deparatment	Any single group not represented
Component I.B. Policy Board Functioning		
I.B.1. Planning Year		
Meets monthly	Frequency and schedule of meetings sufficient to maintain steady progress toward consensus on key elements	Frequency of meetings insufficient to maintain progress
Members from each constituency attend each meeting	Members or their representatives attend majority of meetings	Representation from a constituency not present at majority of meetings
Considers analyses of research/local and state context for all key elements of program	Considers analyses of research/local and state context for all key elements of program	Does not consider research knowledge base or local/state context in defining key elements of program

Component I.B. Policy Board Functioning (cont.)

IDEAL	ACCEPTABLE	UNACCEPTABLE
I.B.1. Planning Year (cont.)		
Reaches consensus on key elements of program	Reaches consensus on key elements of program	Consensus of all constituents not reached for any key element
I.B.2. Implementation Period		
Meets three times/year	Meets once/twice/year	Doesn't meet
Members from each constituency attend each meeting	Members or their representatives attend majority of scheduled meetings	Representation from a constituency not present at majority of meetings
Reviews progress	Reviews progress	Does not review progress
Sets policy direction	Sets policy direction	Does not set policy direction
Intensive involvement in implimentation details (e.g., recruitment/selection/scheduling/effecting variations on basic plan/evaluation	Advises on implementation details	Has no input on implementation

Component I.C. Maintaining Communication

IDEAL	ACCEPTABLE	UNACCEPTABLE
Project Director, research professor, mentor training coordinator and site-school supervisors/administrators for each cohort meet monthly to discuss implementation issues and concerns, to develop policy recommendations, and to coordinate activities.	A minimum of two of these meetings takes place for each of the three modules of the internship	Fewer than two of these coordinating meeting per module
Research professor and interns' school supervisor(s) communicate weekly about seminar content, activities, and assignments	Research professor and interns' school supervisor(s) communicate at least monthly about content/activities/assignments	Research professor and interns' school supervisor(s) communicate less frequently than monthly about content/activities/assignments
Research professor and mentors meet weekly to review interns' progress and needs and to adjust seminar objectives, activities and assignments.	Research professor and the mentors meet weekly to review progress and make adjustments to seminar	Less than weekly review and adjustment of seminar focus
Mentor training coordinator and school supervisor(s) of interns and mentors communicate weekly about mentor training content and assignments	Mentor training coordinator and school supervisor(s) of interns and mentors communicate monthly about mentor training	Less frequent communication than monthly about mentor training
Research professor and mentor tr. coordinator communicate weekly to coordinate intern and mentor activities and training (If same person not doing both for a given cohort group)	Weekly communication between research prof and mentor tr. coordinator to coordinate activities	Less than weekly communication to coordinate intern and mentor training activities

II. INCENTIVES FOR MENTORS AND INTERNS

IDEAL	ACCEPTABLE	UNACCEPTABLE
Component II. A. Mentor Incentives		
Mentor released from regular teaching position 10% of time for each intern assigned up to maximum of 40% in order to engage in mentoring activities	Mentor released time arrangements consistent with school system/ state established guidelines	School schedule adjustments but less than one period released time per intern per week
Mentors hired by college as adjuncts and payed at same rates as clinical supervisors of student teachers	Mentors hired by college as adjuncts and payed at same rates as clinical supervisors of student teachers	Mentors not hired by college as adjuncts or payed at same rates as clinical supervisors of student teachers Mentors remuneration same as student teacher's cooperating teacher
Mentor earns 6 graduate credits for participation in mentor training activities	Mentors with prior training not required to participate in credit-bearing activities but may	No credit-bearing training for mentors
Component II. B. Intern Incentives		
Intern released from regular teaching position 20% of time to engage in intern-mentor activities	Intern released time arrangements consistent with school system/ state established guidelines	Scheduling adjustments but less than one period per week released time

Component II. B. Intern Incentives (cont.)

IDEAL	ACCEPTABLE	UNACCEPTABLE
Intern earns 17 graduate credits, nine of which apply to master's program in Elem. & Early Chld Ed	Interns earn 16-18 graduate credits, at least half of which apply to master's degree program	Undergraduate credits, or fewer than 16 credits, or fewer than half of credits applicable to master's
Intern is recommended for state provisional certification upon successful completion of program	Intern recommended for state provisional certification upon successful completion of program	No recommendation for state provisional certification

III. RECRUITMENT/SELECTION PROCESSES

Component III.A. Intern Recruitment and Selection

IDEAL	ACCEPTABLE	UNACCEPTABLE
College and school system jointly (through a recruitment/selection committee) recruit individuals without teaching credentials but with liberal arts degrees to become full-time TPD teachers in elementary schools and interns in the program	College arranges with school district and/or building for implementation of internship for cohort of eligible TPD teachers already working in the school/district; eligible TPD teachers informed about program and participate on volunteer basis	College accepts eligible TPD teachers without prior arrangements with school and/or district
Selection criteria include undergraduate GPA of 3.0 or better, ability to write effectively, excellent oral communication skills		

Component III.B. Mentor Recruitment and Selection

IDEAL	ACCEPTABLE	UNACCEPTABLE
All teachers at school where interns will be teaching are informed about program, mentor selection procedures and selection criteria	Selection process and criteria explicit and public; open	Only selected teachers informed or encouraged to apply or any procedure that is, in effect, preselection or selection by only teachers or only administrators
Experienced teachers who believe they meet the criteria apply	Any voluntary application procedure	Teachers assigned job of mentor by school admin/supervisor
Selection made by a mentor selection committee composed of: 1) College representative 2) Principal or representative 3) School's teacher organization chapter leader 4) Representative of the school's K-3 teachers 5) Representative of the school's 4-6 teachers	Selection made by committee of teachers and school administrators/supervisors with teachers constituting majority Selection made by committee, the composition of which meets guidelines of established city/state intern-mentor programs	Selection made by administrators or teachers alone

Component III.B. Mentor Recruitment and Selection (cont.)

IDEAL	ACCEPTABLE	UNACCEPTABLE
Criteria for mentor selection include all of the following: 1) Permanent certification 2) Min. 6 yrs teaching 3) Min. 2 yrs teaching in site school 4) Experience at more than one grade level 5) Good attendance pattern 6) Ability to model exemplary teaching	Criteria for mentor selection may vary but must include: 1) Permanent certification 2) Experience in teachin [illegible] past tenure 3) Experience in school in which she/he will be mentoring 4) Varied teaching experience 5) Good attendance pattern 6) Excellence in teaching 7) Ability to communicate and get along with adult colleagues	Any set of criteria that do not address items to left
7) Excellent oral & written communication skills (esp. with other adults) 8) Capacity to build trusting relationships/leadership potential 9) Knowledgable about child development/well-versed in subject matter 10) Continuing desire to develop professionally and to implement research-based effective teaching	8) Possessing fund of knowledge children and subject matter 9) Interest in own professional development and pushing frontiers of knowledge-base use or Similar criteria of established city/ state program	

IDEAL	ACCEPTABLE	UNACCEPTABLE
Component III.B. Mentor Recruitment and Selection (cont.)		
Mentor-Intern pairing determined by school administrators such that mentor and intern have teaching assignments on same grade level or in same subject fields, are physically located in school close to one another, any relevant background characteristics likely to result in similar interests	Any mentor-intern pairing in which mentor has similar grade level teaching assignment and/or prior experience at that level in that school	Interns assigned to mentors who are not teaching or have not taught in the same teaching assignment as the intern
Component III.C. College Faculty Assignment		
College assigns research professor/ mentor coordinator to cohort of approximately 12 interns and 4 mentors for duration of one-year program Research professor internship teaching load is 12 credits of yearly 21 credit load per cohort (Teaches seminar courses and coordinates clinical activities) Mentor training coordinator teaching load is 6 credits of yearly 21 credit load per cohort (Teaches mentor training courses)	Faculty team assigned to cohort of approximately 12 interns and 4 mentors for duration of internship and adjusts teaching loads accordingly	College assigns different people to different individual courses within internship program

Component III.C. College Faculty Assignment (cont.)

IDEAL	ACCEPTABLE	UNACCEPTABLE
Criteria for assignment as research professor and/or mentor training coordinator include all of the following: 1) Well-versed re: research on effective teaching 2) Well-versed re: research on effective staff development and prof. dev. of teachers 3) Successful experience in inservice education 4) Ability to effectively summarize research for use by teachers 5) Willingness to work in field	Criteria include at least familiarity with the research bases for the internship, the ability to work effectively as colleagues with teachers inservice, and a willingness to work in the field	Any set of criteria that do not address items to left

IV. PROGRAM FOR INTERNS

IDEAL	ACCEPTABLE	UNACCEPTABLE
Component IV.A. Program Structure		
Year-long complete program organized into three modules, each module consisting of one seminar, one co-requisite clinical course Seminar courses: Interns register for three seminars in sequence: 3 credits each 14 2 1/2 hrs. sessions each Location=school, district, or college Scheduled at start of each cohort at mutually acceptable times Clinical Experience Courses: 2 or 3 credits each At least 14 intern-mentor activities per course Location = school Scheduled during school day at intern's and mentor's discretion		

Component IV.A. Program Structure (cont.)

IDEAL	ACCEPTABLE	UNACCEPTABLE
Internship full program consists of three modules, each bearing 5-6 credits, each module consisting of a seminar course taught by research professor and clinical experiences with mentors as adjunct clinical faculty First module: 1) Intensive overview 2) Scheduled for August 3) Addresses all internship content areas 4) Emphasis placed on practical assistance in preparation for beginning of school year 5) Day-long workshop format with mix of group instruction and individual mentor-intern activities	Any structure that organizes coursework to be delivered in three sequential units where: 1) Both seminar and clinical courses are included in each unit 2) Research prof teaches seminar 3) Mentors responsible for clinical education 4) Internship program completed within one year 5) First unit provides intensive practical assistance to orient and prepare uncertified persons to perform as teachers 6) Seminar and clinical courses are coordinated within each unit 7) Content is integrated across units (spiraled)	Any structure that does not conform to criteria to the left
Second module: 1) Follows regular fall semester 2) Revisits approx. half of content areas with emphasis on more in-depth reflection and use of knowledge in teaching	First unit is scheduled to begin as early as cohort of eligible interns is identified - which may occur after beginning of school. Adjustments to scheduling of remaining two units is made to insure completion within the academic year. Some sessions may extend to early summer	Scheduling of units that bridges academic years

IDEAL	ACCEPTABLE	UNACCEPTABLE
Component IV.A. Program Structure (cont.)		
Third module: 1) Follows regular spring semester schedule 2) Revisits remainder of content areas with emphasis on in-depth reflection and use of knowledge in teaching		
Component IV.B. Instructional Content		
Content generally addresses classroom management and instructional organization, analysis of teaching, and strategies for teaching		
Content of internship courses derives from: 1) Research-based knowledge of effective teaching 2) Practical context-based knowledge of the school, its organization, curriculum, policies, and students 3) Wisdom of practice of mentors	Content of internship courses derives from: 1) Research-based knowledge of effective teaching 2) Practical context-based knowledge of the school, its organization, curriculum, policies, and students 3) Wisdom of practice of mentor	Content does not derive from research-based and context-based knowledge

IDEAL	ACCEPTABLE	UNACCEPTABLE
Component IV.B. Instructional Content (cont.)		
Content of internship courses is sequenced to address the progression of concerns of beginning teachers as derived from research on needs of beginning teachers. Sequence is modified based on cohort interns' needs	Any sequence that addresses needs of beginning teachers as they are manifested	Predetermined sequence not correlated to needs of beginning teachers and not adjusted to specific needs of intern cohort
Component IV.C. Instructional Process and Activities		
Internship courses relate content to experiences of interns and mentors	Internship courses relate content to experiences of interns and mentors	Any content delivery in isolation from experiences of cohort members
Internship activities emphasize use of content both in reflecting on teaching and in actual classroom teaching	Internship activities emphasize use of content in both thinking about teaching and in performing teaching	Any content delivery activites that do not involve interns in using the content to both think about teaching and perform teaching
Internship content is organized around tasks of teaching: (e.g., planning, managing student conduct, organizing instruction, delivering instruction, assessing pupil progress and needs, evaluating instruction)	Internship content organized around tasks of teaching	Content organized around kinds of research or specific research studies or theories of teaching

Component IV.C. Instructional Process and Activities (cont.)

IDEAL	ACCEPTABLE	UNACCEPTABLE
Seminar course activities include: 1) Brief presentations/summaries of research-based knowledge on effective teaching 2) Group discussion of research-based knowledge in relationship to mentors' and interns' current practices 3) Group brainstorming of techniques and strategies for using knowledge in their teaching assignments 4) Guest lectures by related school and/or university personnel on specified topics	Any variety of activities that includes, at a minimum, each of 1) through 3) to the left	Any mixture of activities that fails to include any one of 1) through 3) to the left Straight lectures on the research Activities limited to sharing of concerns/experiences/teaching techniques or tips Group discussion of current practices without relating the discussion to research-based knowledge
Seminar course assignments for interns include: 1) Variety of needs assessment activities 2) Brief readings of and reactions to research-based knowledge summaries 3) Reports on how they have used seminar content in their teaching	Any assignments that relate to assessing and sharing needs, making use of seminar content in thinking about teaching or in actual teaching, or in reporting about the use of content in teaching	Library research papers Extensive reading of primary sources of research reports Any assignments unrelated to content and goals of program

Component IV.C. Instructional Process and Activities (cont.)

IDEAL	ACCEPTABLE	UNACCEPTABLE
Clinical activities consist of mentor-intern interactions that include: 1) Discussion of how seminar content applies to intern's (or mentor's) teaching 2) Demonstration lessons by mentor 3) Mentor assistance with teaching plans/ideas 4) Mentor observation of intern 5) Mentor-intern conference 6) Resource-linking	Clinical activities consist of mentor-intern interactions that include: 1) Discussion of how seminar content applies to intern's (or mentor's) teaching 2) Demonstration lessons by mentor 3) Mentor assistance with teaching plans/ideas 4) Mentor observation of intern 5) Mentor-intern conference 6) Resource-linking	Mentor-intern interactions that, on the whole, do not assist intern to attempt to systematically use internship content in teaching as they analyse their teaching needs/problems/concerns
Mentor-intern interactions take place during the school day	Most mentor-intern interactions take place during the school day	Mentor-intern interaction primarily take place before or after school

V. PROGRAM FOR MENTORS

Component V.A. Program Structure

Program for mentors consists of two required 3 credit graduate courses	Program consists of two 3 credit graduate courses	Non-credit bearing activities
Courses are scheduled to conform to schedule of intern program; one with first module, one with second	Courses may be offered to mentors prior to start of program for interns	

Component V.B. Program Content

IDEAL	ACCEPTABLE	UNACCEPTABLE
Mentor training content derives from: 1) Research-based knowledge of effective teaching 2) Principles of adult learning with special reference to research on teacher development	Mentor training content derives from: 1) Research-based knowledge of effective teaching 2) Principles of adult learning with special reference to research on teacher development	Content derived from other base(s)
Mentor training content focuses on considering means by which mentors can assist interns in adjusting to the demands of teaching in general, and specifically in using the content of the internship in their teaching	Focus of mentor training on both helping intern to adjust in general and to use internship content in their teaching	Focus on either general adjustment to teaching or use of internship content in teaching but not both
Mentor training assists mentors in developing and refining mentoring skills of peer observation, peer conferencing, demonstrating for peers, advising peers	Mentor training addresses development of mentoring skills of peer observation, peer conferencing, demonstrating for peers, advising peers	Mentor training does not address development of mentoring skills

Component V.C. Instructional Process/Activities

IDEAL	ACCEPTABLE	UNACCEPTABLE
Mentor training activities emphasize use of content in reflecting on the mentoring experience and in actual mentor-intern interactions	Activities that emphasize use of content in discussions about mentoring and in the performance of mentoring	Mentor training activities that do not emphasize use of content in both thinking about and doing mentoring

Component V.C. Instructional Process/Activities (cont.)

IDEAL	ACCEPTABLE	UNACCEPTABLE
Content of mentor training is sequenced to address the progression of concerns of experienced teachers in mentoring roles as derived from research on professional development of teachers and needs assessments of the group of mentors in training	Content of mentor training is sequenced to address the progression of concerns of experienced teachers in mentoring roles as derived from research on professional development of teachers and needs assessments of the group of mentors in training	Any content sequence that fails to address mentor task and role concerns as they are manifested
Mentor training relates content to experiences of mentors	Mentor training relates content to experiences of mentors	Content delivery in isolation from experiences of mentors

VI. STUDENT EVALUATION PROCESS

Component VI.A. Intern Assessment

IDEAL	ACCEPTABLE	UNACCEPTABLE
Tools used to collect data to evaluate interns include all of the following: 1) Structured observations by mentors 2) Structured intern and mentor journals 3) Structured critical incident reports 4) Structured self-assessment forms 5) Audio and/or video tapes of interns' teaching 6) Audio and/or video tapes of mentor-intern conferences 7) Structured observation by school or college person who is neither intern's supervisor nor assigned faculty for cohort 8) Research professor's journal 9) Principal or assistant principal appraisal	Tools used to collect data evaluate interns include at least five of the items to the left	Tools used to collect data to evaluate interns include fewer than five of the items to the left Any variation that does not provide for multiple data collection instruments from multiple data sources and multiple observations over time
Data collection tools coded and analyzed according to intern's use of specified content in both reflecting on their teaching and in actual classroom performance		Data analyzed informally and/or subjectively

A Research-Based Internship for Emergency Credentialed Teachers

PROGRAM ASSESSMENT REPORT

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and
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New York, N.Y. 10010

Final Report
September, 1988
THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP
Contract No. 400-85-1047 (NIE-R-85-0012)

Foreward and Acknowledgements

The Baruch College/New York City Teaching Internship was developed in response to a critical staffing problem in the city's public schools; an overabundance of new, uncertified, underprepared teachers working as temporary per diem (TPD) teachers in full-time regular classroom teaching positions. The one-year program integrates graduate study of effective teaching with an in-school intern-mentor support system. It is offered to elementary school TPD teachers jointly by the college and schools participating in the program.

The program was collaboratively planned, developed, implemented and evaluated over a three year period by faculty representing Baruch College's education and liberal arts departments and representatives of the New York City Public Schools, the United Federation of Teachers, and the New York State Education Department. The program has been funded in part by the Office of Educational Research and Improvement, U.S. Department of Education as one of twenty-nine projects demonstrating the use of research to improve teacher education.

The Baruch internship represents significant change on many fronts in the usual way of doing teacher education and induction business in New York City. Not the least of these changes is the fact that it combines teacher education, a province of the colleges, with teacher induction, a province of the schools. Because the program involved departures from so many practices, traditions, and bureaucratic procedures in both schools and college, it was a high-risk venture. We knew, from the beginning, that it would not be easy to institutionalize this program. But the project presented an opportunity to try to put into effect many sound ideas about improving teacher education and induction, to work in close collaboration with schools and teachers, and to develop program and practice that would enhance teacher professionalism. It was an opportunity to collaboratively define what we'd do if we "had our druthers" in our particular context and then to see how far we could take that ideal vision into practice.

On the part of the college, undertaking the OERI project meant a three-year commitment with some structure (but a great measure of flexibility) to pushing frontiers. It is safe to say that without the OERI contract which provided only a small portion of the funding that supported it, this project would have been aborted in its first attempt to implement the program or at any one of a number of equally troublesome points. Although we knew there would be difficulties, just how difficult, time consuming, and frustrating it would become could not have been foreseen. The fact of "having the contract" and of having made the commitment of resources for a specified number of years carried the vision over many rough spots.

This is, perhaps one of the most important of the "lessons learned" from the work that has been done and it is a lesson that we believe has national applicability for institutions like ours - and for policy makers who want to see change in education. At least for institutions like ours, a small amount of external funding and a contract with an external agency that provides some structure but a large measure of flexibility can help to assure that the will to experiment is transformed into real innovative program. Because both collaborative vision and long-term commitment were there, we have had the

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We have already pointed to the importance of OERI and Baruch College to the successful evolution of the internship program. Other agencies and individuals must be recognized for their valuable contributions to the project. We thank all of the following people and offer our apologies to any who because of our frail memories have been overlooked on this listing.

From Baruch College, The City University of New York:

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Finally, we thank those teachers who participated in this program as mentors and interns. The mentors say that they have learned as much from the interns as the interns have learned from them. We have learned as much from all of them as they have from us. These teachers must be acknowledged not only for what we have learned from them, but also for their good nature and tolerance when "glitches" were discovered in the new system and when extra demands were placed on them to provide data and feedback. Mostly we thank them, especially those at P.S. 194, for helping us to demonstrate that there could be colleagiality, sharing, confidence, and trust between interns and mentors, teachers and administrators, college professors and school personnel and that that atmosphere makes for a better life for teachers in schools and better education for their pupils.

A Research-Based Internship for Emergency Credentialed Teachers

PROGRAM ASSESSMENT REPORT

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A Research-Based Internship for Emergency Credentialed Teachers

PROGRAM ASSESSMENT REPORT

Major Questions

This report describes the investigation of the effects of The Baruch College/New York City Teaching Internship, a program specifically developed to meet the needs of uncertified new teachers for a structured school induction program combined with graduate education coursework leading to teacher certification. To assess the program, it is necessary to know how participants, both interns and their mentors, experienced the program, what they learned from it, and whether they were able to use what they learned in their work. Because the program is jointly offered to the teachers by the school and the college and, thus, very different from the usual way of doing induction and teacher education business for schools and colleges in New York City, it is also necessary to document how the program integrates with, relates to, and works with (and against) both school and college contexts.

Eight sets of questions were identified to guide the program assessment. (These questions are summarized in the leftmost column of Table 1. Sources of Information for Program Assessment Questions).

Interns' knowledge and use of effective teaching practices Most importantly, it is necessary to know what effects this internship program has on intern teachers' knowledge and use of effective teaching practices. To what extent and in what ways does the content of the program get operationalized in the interns' classroom planning and decision-making, their instructional routines, the ways in which they think about and talk about teaching?

Interns' sense of belonging in school/profession It is also important to know to what extent the program effects the interns' sense of belonging to the teaching profession; their commitment to it, their sense of colleagueship with staff in their school. To what extent does participation in the program impact their confidence as teachers? Does the sharing process of the internship carry over to their relationships with teachers in their schools who are not participating directly in the program?

Mentors' knowledge and use of effective teaching practices in teaching and mentoring There is also an expectation that the program has important effects for mentors. To what extent does the program impact mentor teachers' own knowledge about and use of research-based effective teaching practices? How do they relate that knowledge to their own teaching and to the teaching of interns? In what ways do they use that knowledge to assist interns?

Mentors' knowledge and use of effective mentoring skills To what extent does the mentor training assist experienced teachers to acquire effective mentoring skills? How do they use the knowledge they acquire to mentor the interns? Is there carry-over of the knowledge and skill of mentoring in their relationships with other colleagues?

Table 1. Sources of Information for Program Assessment Questions

	Data Collection Tools										
Program Assessment Question	IDF	MJ	IJ	CIR	IOR	W's	SI	TES	PDJ	SO	SQ
Interns' knowledge and use of effective teaching practices	X	X	X	X	X	X	X			X	X
Interns' sense of belonging in school/profession			X	X			X				X
Mentors' knowledge and use of effective teaching practices in teaching and mentoring	X	X	X	X			X				
Mentors' knowledge and use of effective mentoring skills	X	X	X	X		X	X				X
Mentors' sense of professionalism		X		X			X				
Experience of Interns and Mentors with program	X	X	X	X			X	X			
Experience of schools with program		X					X		X		
Experience of college with program		X					X		X		

Mentors' sense of professionalism Does participation in the program as a mentor stimulate renewed interest in the profession? Does it represent advancement and status within the profession for them? Does it impact their confidence as teachers?

Experience of Interns and Mentors with program Potential outcomes for interns and mentors indicated above are not likely to occur if their experience of the program is not satisfactory, if they do not like it or value it. What aspects of the content and process of the program are especially helpful and rewarding for them? How much time do they devote to it? What gives them troubles, problems, concerns? How do they deal with program-related issues and concerns? What are those issues and concerns?

Experience of schools with program How do schools experience the program? What arrangements for providing released time for interns and mentors are made? How does the school insure continuity and coverage of curriculum given the arrangements for released time? What are the effects on the school schedule? What administrative support is necessary and desirable for the success of the program? How do administrators and other teachers in the school react to the new mentoring role in the school? To what extent does the content of the program mesh with the schools goals, curricula, instructional practices, other staff development initiatives, administrative practices and policies?

Experience of college with program How does the college experience the program? What staffing and scheduling arrangements are necessary for regular faculty and mentors as adjuncts in implementing the program? How does the internship program content and process mesh with goals, curricula, and instructional practices of other teacher education programs? What administrative practices and support are necessary for the implementation of the program? What resources are necessary and desirable for implementation of the program? How does the college deal with the new emphasis on graduate clinical education provided in the field?

Program Description

The one year program for interns consists of six graduate level courses, a total of seventeen graduate credits, organized into three sequential modules. Each module consists of a pair of courses; one a seminar and one an internship or clinical education course. Table 2. summarizes the course and credit structure for the program.

The content of the seminars is drawn directly from research on effective teaching and relies heavily on summaries of that research such as the synthesis of studies undergirding the Florida Performance Measurement System. The content is organized around the tasks of teaching and is sequenced to reflect the progression of concerns of beginning teachers in general and the specific needs of the participating intern teachers as identified through a continuous process of needs assessment. A manual for the program contains specific details of the course content as well as suggested activities for interns and mentors. (This manual may be found in the appendices to the Project Portrayal.) Seminars generally meet once a week, after school hours,

Table 2. Internship Course and Credit Structure

Clinical Education	Co-requisite Seminars
MODULE ONE: (Ideally in August just before the school year starts)	
Teaching Internship I	Classroom Management*
Two credits	Three credits
Provided through Mentors	Taught by College Faculty
During school day	After school hours
Prerequisite to Module Two	
MODULE TWO: (Fall semester)	
Teaching Internship II	Analysis of Teaching*
Three credits	Three credits
Provided through Mentors	Taught by College Faculty
During School day	After school hours
Prerequisite to Module Three	
MODULE THREE: (Spring Semester)	
Teaching Internship III	Strategies for Teaching*
Three credits	Three credits
Provided through Mentors	Taught by College Faculty
During school day	After school hours
Total of eight credits in Clinical Education	Total of nine credits in Seminars

---

* Titles of seminar courses are not accurately descriptive of the content of the program. They are titles of convenience. Once the content for the program was identified, it was matched as closely as possible to course titles approved for the master's program before the internship was developed. In addition, the separation of the program into three modules is a matter of convenience, conforming, more or less, to college and school calendars. In practice, interns make a commitment to the entire program, not just to individual courses. Similarly, the content of the program is viewed as a whole rather than in three separate distinct segments. Thus, in practice, each module may address content from all of the seminars as deemed necessary and appropriate for a particular cohort group of interns. The specifics of the content addressed in the program, as well as procedures for sequencing it to the needs of the interns, and suggested seminar and clinical activities are documented in a manual for the program appended to the Project Portrayal.

for fourteen weeks. They are usually but not always held at a school site. Seminars carry three graduate credits in each of the three modules, and are taught by college faculty.

Each school participating in the program assigns an experienced, effective teacher to mentor each intern in the program. The mentors' primary responsibility is to help the interns adjust to the demands of teaching in that school and to assist them in using the knowledge that is acquired in seminar in their day-to-day teaching. Mentors work closely with the college instructor to plan and coordinate seminar and clinical education activities. They are paid by the college as adjunct clinical instructors. Both mentor and intern teachers are released from a portion of their regular classroom teaching so that they can engage in the mentor-intern clinical activities during the school day. Interns are awarded two or three graduate credits for the clinical education experiences in each of the three modules.

At the completion of the internship year, interns are recommended by the college for provisional state certification which, providing they have passed the city's licensing exam, permits them to exit their TPD status and acquire regular teaching appointments. Nine of the internship credits are directly applicable to Baruch's thirty credit master's degree program in elementary and early childhood education.

The mentor teachers for this program perform a critical dual role for the school and the college. Selection of these mentors is carefully done by the participating schools' teachers and administrators. Criteria used in the selection process (see Table 3.) were collaboratively arrived at after examination of the literature on mentoring and on teachers in other staff development positions. The selection process and criteria are both public and explicit. Mentors are assigned to interns by school administrators to insure as close a match as possible between intern's and mentor's current teaching assignments.

Mentors are required to participate in a mentor training and support program either prior to being assigned as a mentor or simultaneous with their first mentoring experience. This training program which carries six graduate credits is linked to the research on teacher development. Topics addressed in the mentor training are indicated in Table 3.

Sample

Two cohort groups of mentors and interns who participated in the program during the 1987-1988 academic year, at different sites, constitute the program assessment sample. A suburban cohort consisted of eighteen new certified teachers and their four mentors from a Long Island school district who completed the first module of program courses between October 1987 and January 1988. These teachers had teaching assignments ranging from kindergarden through secondary academic and non-academic subjects. An urban cohort consisted of eleven uncertified temporary per diem (TPD) teachers and their five mentors who completed the full three-module program in June, 1988. Three of the urban interns completed only two of the modules. All of the urban mentors and teachers had elementary teaching assignments in the same New York City school.

Table 3. Mentor Selection and Training

Mentor Selection

Experienced teachers who wish to become mentors for the internship program must apply for the position. Mentors are chosen at each school participating in the program by a selection committee composed of the principal (or designee), the teacher organization's school representative, and four teachers selected by the staff of the school. The committee uses the following criteria as guidelines for selection:

1 Permanent certification and tenure,
2 Minimum of six years teaching experience, at least two of which are in the school where mentoring will take place,
3 Experience in teaching at more than one grade level,
4 Good attendance patterns,
5 Ability to model exemplary teaching,
6 Ability to communicate well with other adults both orally and in writing,
7 Capacity to build trusting relationships with other professionals,
8 Leadership potential,
9 Superior knowledge of child development and subject matter of the curriculum,
10 Desire to learn more about profession in general and research-based effective teaching in particular.

Mentor Training

Mentors are expected to enroll in two three-credit graduate courses that will provide them with the training and support they need as they move into this new role. These courses are clinical in nature and focus on providing the mentor with individualized assistance as they work with their intern(s) as well as providing a forum in which various aspects of the role can be discussed with other mentors. Topics that are addressed in mentor training include:

The mentor role: lessons from research on mentoring and teacher development,

Using and helping new teachers to use research on effective teaching,

School curricula: helping new teachers establish new knowledge bases,

Enhancing peer observation skills,

Enhancing peer conferencing and advising skills,

Developing resource linkages and using them to help interns develop professionally,

Conducting action research and fostering teachers' capabilities and interests in generating knowledge about teaching.

The conditions of the internship were different for each of the two groups in the sample. The college had contracted with the suburban school district to provide two courses for interns and one for mentors. The school district paid the college directly for all tuition and fees for the participating teachers with funds that had been granted through the state's pilot intern-mentor program. Because the district was operating a state-funded program, interns and mentors all had released time to engage in staff development activities during the school day. Interns and mentors in this cohort came from five different schools in the district and they were paired such that mentors did not necessarily come from the same school building as their interns. Mentors generally had three or four interns assigned to them and usually did not have teaching duties other than mentoring during the internship. In this district, the Baruch program was part of a comprehensive and sophisticated staff development plan for the entire district. All of the new beginning teachers in the district were part of the district's state-funded intern-mentor program and all were given the option of participating in the Baruch program. Six of the new teachers and their mentors and the mentor of three participating interns could not to take part because of scheduling conflicts. For purposes of the Baruch program, the three interns whose mentor was not in the program were assigned to mentors who were. The district serves a middle-class community and prides itself on the achievement of the schools, staff, and students.

Conditions for the urban cohort were, in almost all respects, opposite from those of the suburban group. The urban school in which interns and mentors worked is a typical inner-city school with a largely minority student body and staff. Close to one-third of the teaching staff are TPD teachers. Approximately thirty percent of the pupils in the school come from a shelter for the homeless near the school. The school serves a largely low-income and poverty level community and has been cited by the state, on the basis of test scores and attendance records of pupils as a "school in need of assistance." In the urban location, the program was offered to teachers under an agreement between the college and the school principal and assistant principal. All participants were teaching in the same school, all had to pay their own tuition and fees for the program. While several of the interns applied for tuition assistance through the college (in the form of tuition waiver or student loan), only one was granted it. In this school, four interns were assigned to one mentor who had no classroom teaching duties but did have other curricular responsibilities in the school, three interns were assigned to one mentor who had some released time but who also had major responsibility for a regular classroom teaching assignment, two interns were assigned to one mentor who had no released time from a regular classroom teaching assignment, and two interns were assigned to each of two mentors neither of whom had released time. None of the interns had released time.

The school administrators made important shifts in the school schedule to permit mentors and interns to have common lunch and preparation periods free from classroom duties during the school day, provided other resources for the program (equipment, supplies, space), and continued to press district officials for the funds to support additional released time and tuition assistance for the participants throughout the program. When this cohort started the program, there was every expectation that it could be and would be coordinated with a state-funded pilot intern-mentor program in the city schools. To date, this has not come about although school, district, college, and pilot program staff continue to work on it.

Methodology and Instrumentation

The methodolgy used in assessing the effects of this program could be described as essentially extended case study that makes use of both qualitative and quantitative techniques. A wide variety of data collection tools; journals, observations, interviews, and questionnaires were used to provide information for addressing the program assessment questions. A conscious effort was made, in designing the data collection procedures, to prevent evaluation activities from being considered an additional burden by the participating teachers. Therefore, most of the data collection tools were integrated into the routine process of the seminars, clinical activities, and administrative procedures of the program. Table 1. relates the data collection tools to program assessment questions. Table 4. provides information, for each data collection tool used about when it was used (at what point in the progress of the program), who collected the information, and from whom it was collected.

Intern and mentor journals were, perhaps the most important of the data collection tools as they provided information over time and documented both the progress and processes of the clinical activities. Interns and mentors were aware from the beginning of the program that completing journals was a requirement. The journal forms are semi-structured, documenting each significant mentor-intern interaction as to when, where, and for how long it took place, what the purpose and activities of the interaction were, what the results and next steps were, and the mentor's or intern's reflections, impressions, concerns, and "Aha's" about what happened. Interns and mentors were briefly trained in how to complete these journal forms to document the interactions.

While many of the data collection tools constitute self-report and might be suspect on that count, several factors lead us to believe that we have obtained truthful, honest reporting. First, conscious norms of sharing, confidentiality, trust, and helpfulness were established early on and prevail throughout the program. These norms are reflected in the utter candor with which interns and mentors alike reported their reflections and concerns, their successes, failures, and frustrations. Second, because information is collected from multiple sources on multiple occasions, the analysis looks for confirmatory evidence of important results from more than one source.

Other of the data collection tools that were integrated into the processes of the internship are needs assessments, worksheets that provided a record of intern's thinking and planning relative to specific topics covered in seminar, and critical incident reports. At the completion of the program, a summary observation of each intern was done by a person familiar with the program (but not the intern's supervisor). These observations were descriptive and anecdotal; not to be confused with administrative or supervisory evaluative observations. In addition, interns, mentor, school administrators, and key college personnel were interviewed using a structured interview form by a person who was not involved in the actual delivery of the program. At the completion of the program, summary questionnaires were given to participants in the urban cohort only. Copies of all data collection forms are appended.

Table 4. Data Collection Tools

Data Collection Tool	When Collected	By Whom	From Whom
Initial Data Form - Background and Expectations (IDF)	Start of program	Seminar Faculty	Interns and Mentors
Mentor Journals (MJ)	Weekly	Seminar Faculty	Mentors
Intern Journals (IJ)	Weekly	Seminar Faculty	Interns
Critical Incident Reports (CIR)	Once per module	Seminar Faculty	Interns, Mentors
*Intern Observation Reports (IOR)	At least once per module	Mentors	Interns
Worksheets (provide guidance and record for needs assessment and self-analysis) (W's)	Generally for each topic covered in seminar	Seminar Faculty	Interns
Structured Interviews (SI)	End of program	Documentation Coordinator, Project Director, or Research Asst.	Interns, Mentors, School Administrators Key College Personnel
Transmittal Effectiveness Survey (TES)	End of program	Person conducting Interviews	Interns, Mentors
Project Director's Journal (PDJ)	Weekly (Sometimes Daily!)	Project Director Documentation Coordinator	All
*Summary Observations (SO)	End of program	Person familiar with program but not intern's supervisor	Interns
Summary Questionnaires (SQ)	End of program	Project Director	Interns, Mentors

*"Observations" are descriptive/anecdotal; not to be confused with supervisor/administrator evaluations.

Results/Findings and Discussion

Interns' Knowledge and Use of Effective Teaching Practices

There is a substantial amount of data from the interns themselves, confirmed by mentors' and administrators' reports and observations that the interns acquire, use, and value the content of the program.

In this section of the report we provide summaries of results from a questionnaire and interns' logs, one critical incident report and examples of interns' self-reports to show, in part, the extent and ways program content was operationalized in the interns' classroom planning and decision making, thinking and talking about teaching, their instructional routines, and the ways in which they perform teaching.

FROM QUESTIONNAIRE:

A questionnaire that interns and mentors completed on the last day of the program summarizes how often and in what ways they used research-based knowledge about effective teaching that was addressed in seminar in their own teaching. For each major set of concepts and principles that had been addressed in seminar, participants were asked to check how often they used the concepts and principles: Never, Sometimes (monthly), Frequently (weekly), or Always (daily). They were then asked to explain how they used the most useful set of concepts and principles and why they did not use the least useful. Seven of the eight urban interns who completed all three modules completed the questionnaire.

For the most part, as Table 5. indicates, the interns reported using this knowledge frequently or always (approximately weekly to daily). Only one intern reported not using a particular set of concepts and principles, (those pertaining to grouping for instruction), and there is evidence from other data sources (including direct observation) that that intern did use this knowledge in her instructional routines.

From the questionnaire tally, it appears that the most frequently used knowledge from the program was that pertaining to setting up and monitoring classroom rules and assigning and monitoring homework and seatwork assignments. When asked, however, to explain how the most useful knowledge was used, four of the seven interns who responded discussed distraction coping strategies or classroom management generally. One each discused grouping for instruction, teacher praise, learning centers, and lesson development.

In responding to the questionnaire, interns had some difficulty answering the question about why they did not use the least useful of the material addressed in seminar. One simply would not answer the question, others did so reluctantly because as one said, "None of it was not useful." Another said, "We attempted everything!" Three interns reported thematic planning as least useful and were careful to mention that this material was covered close to the end of the semester and they simply had not had the time necessary to put this into action but they planned to do so in the coming year. One intern reported the knowledge about learning centers as least useful but had used it with centers for reading and math. This intern stated, " I need to have more materials and more ideas and more time to put together learning centers in areas other than reading and mathematics. It takes me a long time to come up with the ideas." One found the knowledge about group focus/accountability least useful and one mentioned grouping saying that her children were too young or not interested enough to be able to group for instruction without the help of older children.

Table 5. Interns Responses to Use of Knowledge Questionnaire

Key Words/Phrases for Research-Based Concepts/Principles	NEVER USED	SOMETIMES (Monthly)	FREQUENTLY (Weekly)	ALWAYS (Daily)
Effective Classroom Management				
A. Classroom Arrangement		1	1	4
B. Classroom Rules				7
C. Distraction Coping Strategies				
1. With-It-Ness			2	5
2. Overlapping		1	1	4
3. Smoothness			2	5
4. Momentum			3	4
D. Group Focus/Accountability		2	4	1
E. Praise			2	5
Instructional Organization				
A. Daily Schedules			2	5
B. Use of Time			4	3
C. Review/Summary		1	3	3
D. Lesson Development			3	4
E. Homework/Seatwork			1	6
Teaching Strategies				
A. Grouping	1	1	2	4
B. Learning Centers			5	2
C. Writing Process		1	3	3
D. Direct Instruction			2	4
E. Indirect Instruction			4	3
F. Thematic Planning		3	2	2
G. Moving Pupils From Lower to Higher Levels of Thinking		3	2	2
H. Evaluating Instructional Activities In Terms of Learning Outcomes for Pupils		3	3	1

FROM LOGS:

While summarizing the data from the urban and suburban interns' logs, it was interesting to see how both groups applied the concepts and principles they reported they used in general as well as specific classroom situations and events. In Table 6. is a list of applications taken directly from statements in the logs and the settings in which they were used.

As the summary of applications indicates, both urban elementary teachers and suburban elementary and secondary teachers used much of the research on teaching effectiveness in the same kinds of situations. Any differences which occur appear to be related to the specific context and culture of the school.

FROM ONE INTERN'S CRITICAL INCIDENT REPORT:

Over time, interns were asked to describe two critical incidents which had significant impact on their development as new teachers. Here is an example of an incident submitted by one intern.

> During the second marking period, I wanted to assign individual project work for one of my science classes. The problem that I was having can be stated as follows: Given an extremely diverse group of students (academically), how can I challenge all students and assure that all students would succeed in their efforts?
>
> After discussion with my mentor and follow-up discussions with the administrative associate, a plan was laid out based on questions utilizing Bloom's Taxonomy of critical thinking. The level of the questions was based on the students' achievement levels. Those students who were weak in this area were given questions such as: "Imagine what would happen if no one cared about drug abuse, how would this affect society?" For those who were stronger in this area, the question became: "Prioritize six moral/ethical questions about cloning."
>
> By basing the levels of difficulty on Bloom's taxonomy, I was able to challenge every student in the class according to ability. If done properly, this strategy would challenge every student, while allowing for success at various levels.
>
> So far, the results and enthusiasm for the project are very high. The projects are due at the end of the marking period and I am looking forward to seeing the results.

From this example, we can see how the intern is beginning to acquire and use a teaching vocabulary to communicate with the mentor and other school personnel. This example was typical as we shall see from the interns' self-reports enumerated in the next section.

Table 6. Classroom Situations/Events in Which Concepts/Principles Were Applied

Classroom Situations/Events	Urban	Suburban
Black History Week	X	
Camping Trip	X	
Developing individual phonics and reading activities	X	X
Developing practice/review tests and test-taking strategies	X	X
Evaluating instructional activities based on comfort level and unique intern style	X	X
Evaluating instructional activities based on learner outcomes	X	X
Extending/enriching lessons	X	X
Formal observations by supervisors	X	X
Gradiang student work		X
Handling individual student behavior problems/ignoring others	X	X
Handling special learner social and academic needs	X	X
June Festival	X	
Lesson follow-ups	X	X
Lesson openings and closings	X	X
Lesson plan preparation (content and use of time)	X	X
Moments of Stress	X	X
Monitoring and adjusting lessons while teaching	(1)	X
Organizing and managing small groups	X	X
Parent communications	X	X
Parent interruptions during class time	X	
Peer tutoring	X	X
Planning differentiated activities based on student abilities, especially slow and gifted youngsters	X	X
Planning homework and seatwork activities	X	X
Planning local field trips	X	X
Planning, organizing, using learning centers	X	X
Poetry Festival	X	
Re-arranging physical setting	X	X
Scheduling day/lessons	X	X
Student recordkeepiong systems	X	X
Teaching art	X	X
Teaching concepts	X	X
Teaching English		X
Teaching map skills	X	
Teaching mathematics	X	X
Teaching physical education		X
Teaching reading	X	X
Teaching science		X
Teaching skills	X	X
Teaching social studies	X	X
Teaching writing/literature	X	X
Use of textbooks	X	X
Vacation assignments for students	X	
Varying activities to maintain student attention, motivation, and engagement	X	X
Videotaping lessons for self-analysis	X	X

FROM SELF-REPORTS:

The following quotes from interns' self-reports are further illustration, not only of a developing shared vocabulary, but explicit realization that this is happening.

> I now use a terminology such as overlapping, with-it-ness, and flip-flop and know what they mean.
>
> The videotaped exercise made me conscious of my flip-flop style. I would start someting and then jump to something else. I was completely unaware that I was doing this.
>
> A new shared vocabulary has emerged. When talking with other interns, we can talk about with-it-ness and give each other helpful ideas if one of us is having a problem. For example, I remember [Intern A] coming into my room one day and saying, "You don't look like you're having a good coping day." I smiled and said, "My with-it-ness and coping strategies were home sick."

DISCUSSION:

One of the reasons why we administered the questionnaire about the frequency of use of research-based knowledge was to see if we could begin to estimate how quickly this knowledge becomes part of the interns' classroom routines. As the program progressed, we had frankly been impressed with the speed with which the interns apparently began to make use of the seminar content. The questionnaire responses by the urban interns seem very reasonable given the context in which they are working, their expressed needs at the beginning of the program (mostly for classroom management and 'discipline' strategies), and the sequence of the content presented to them. That they report using knowledge about classroom rules, homework and seatwork strategies, and classroom management and distraction coping techniques on a daily basis is no surprise. Additionally, we should point out that the relatively large number of interns who reported using knowledge about learning centers on a weekly basis probably means that they are attending to that knowledge weekly as they do their planning for the centers which are likely used daily in the classrooms.

The knowledge that they report using only sometimes (monthly), was presented to them late in the school year (during the month of June). They probably did not have enough time to "try it" and internalize that knowledge before the end of the semester. Additionally, these concepts and principles were more complex, took a larger slice of the interns' planning time, and, for the most part, assumed mastery of the classroom management and instructional strategies that had come before in the course sequence. The length of time it took them to use "grouping" strategies is another example. At the beginning of the program, few interns grouped for instruction and none were particularly comfortable with it. They explicitly asked for assistance in this area. Although the topic was addressed in the first module, it was not until well into the second that most of them began to attempt new grouping strategies and techniques.

We do not have as detailed data about the timing of the use of research-based knowledge for the suburban cohort. Several responses to the structured interviews there, however, as well as analysis of logs and mentor reports lead us to believe that they had reached a similar. or possibly even more advanced level of using this knowledge as part of their routines. These interviews were held almost a month after the program was concluded and the extra time to work with the application of this knowledge (and/or the extra time they had to work with it during the school day and/or their prior teacher education experiences) may have made that difference.

Although there were many differences between the contexts of the two cohort groups, the data about the specific settings in which the knowledge was used indicates that all new teachers, whether certified or not, whether elementary, secondary, or special subject, have a great deal in common, particularly with regard to the uses they made of the teacher effectiveness research. It seems that this body of knowledge is so basic to classroom functioning, and so powerful when "tried" by teachers, they all seemed, naturally, to find ways and means to extend the use of these concepts and principles.

There is a great deal of data from all sources to support the notion that the interns in this program acquire and use, and sometimes even have fun with, a shared vocabulary for talking about teaching. It is very likely that this removes some of the sense of isolation that all teachers, but particularly new ones, have. The interesting point is that this vocabulary is the language of research, and, contrary to popular belief, the research language is "user friendly." If it were not, teachers would not use it just as any software program that is difficult to master is avoided. Using research language as a software program for teaching has great practical value for teachers as well as diagnostic/transformational value for teachers trying to figure out what to teach, how to teach, and how to plan for students. Possession of this language should enable teachers to be more efficient and accurate in their talking about and thinking about teaching. Indeed, there are indications in the data that they do do more thinking about their teaching, "I take a second look," and talking about teaching. Using the language of research in thinking and talking about teaching may have possible consequences of increased hypothesis making and more changes based on pedagogical principles rather than just on survival needs.

Interns' Sense of Professionalism, Belonging, Confidence

There is no doubt that the interns' confidence as teachers was enhanced, even among the few who did not like the program particularly well. One intern, about two months into the program said, "I really feel like I'm teaching now and not just thinking up activities to fill the day. My teaching is more intentional. I can see the effects on the class." In one school the administrators believe these effects have had a salutary influence on the students' test scores and one intern even provides the "hard data" that this is the case. Interns attribute a great deal of their developing skill and confidence to the program. In each group there were some teachers who firmly believed they could not have survived the year without the program.

In addition, most of the critical incident reports of the suburban interns illustrate an increasing sense of confidence about teaching. Two examples are given below.

> Today, I really took a risk. I was introducing the literary term, "point of view." Rather than just give the students the definition and have them memorize it for a test, I had them "experience it."
>
> I felt the class went well, ... that the students really did experience the literary term, ...
>
> I know it went well because I was able to monitor their progress while they were writing ... as I walked around the room ...

> When I first learned about Kounin as an undergrad, I wondered how it was possible to be "withit" and on top of things. But it is possible. Sometimes I goof but even then it seems things work to your advantage. If, for example, you finger the wrong person for a deed, the accused usually will blurt out who the perpetrator is - which is great.
>
> Anyway, by being withit, one gives the illusion of having extraordinary powers. Good hearing, being able to read lips, and having eyes in the back of your head certainly come in handy. One of the better behaved kids asked me what my secret was. I thought that was cute.
>
> I've also noticed that if I am in doubt about who's doing what silence works wonders. The guilty party usually will give him or herself away.
>
> Sometimes I feel as if I am being manipulative to get what I want out of the students. If it works and makes things flow more smoothly, I figure it is okay.

These statements were also substantiated by a questionnaire completed by seven of the eight urban interns who finished the program. In this questionnaire, interns were given a set of statements about possible effects that the program might have had for them and were asked to rate each one as to "how true" the statement was for them - the extent to which the statement accurately reflected an effect that the program had had for them. Results are contained in Table 7.

There were eleven (out of the thirty-three) effects statements that most interns indicated were "very true" for them; that might be listed as the strongest effects of those stated in the questionnaire:

> I think I know what to do and how to prepare for the next school year;
>
> I take greater pride in my profession;
>
> I am better informed about how other teachers in my school teach than I was before the program;
>
> I am a better observer and analyzer of what is happening in my own class;
>
> I feel confident that my next year of teaching will be easier;
>
> I am more aware of alternative teaching techniques that are possible;

> I learned and now use a number of new teaching techniques;
>
> My planning has improved because I know better how to design instructional activities appropriate to my students' levels;
>
> I have a better understanding of why some teaching techniques work and others don't;
>
> I can communicate better with my pupils; and
>
> I have a better sense of exactly what it is about teaching that I am particularly good at.

The program had a strong impact on colleagueship in the school ... an effect that was strongest for mentors and interns who participated but that definitely went beyond those who participated directly in the program. One intern and one mentor summarized this effect as follows.

> This program opened up interaction with other teachers. For example, I didn't speak with [Mentor A] before the program and I became much closer with [Intern B] and [Intern C]. On that level, the program was good for the school. The staff speak to each other much more than they did before. Teachers here for years did not know each others first names!
>
> Before this program, I think there was a sense of competition in this school. Each teacher wants to be the best. Now it's sharing, which has spilled over into the school itself. For example, there was always a video machine here and no one used it. Now the program has made everyone want to use it. That's positive that now everyone wants to tape lessons. Teachers can be seen and overheard sharing and discussing strategies, planning together, and exchanging students. These teachers are now making sound decisions without administration, by themselves, due to the program.

Interns generally felt that the mentoring process had resulted in a quicker acceptance of them by the teachers in their schools. This is illustrated by the remark of another intern:

> In other schools where I taught as a long-term sub and where I did not have a mentor, it was hard to become accepted. With the mentor accepting you, it seems to be a signal to the rest of the staff that you're okay.

Interns generally felt that this acceptance had opened avenues of additional resources to them; they found it easier to go to other teachers (mentors other than their own, other interns, other teachers in the school) for advice and assistance.

Table 7. Intern Responses to "Effects" Questionnaire

(Abbreviated) Effects Statements	Opposite More True For Me	Not True For Me	Slightly True For Me	Moderately True For Me	Very True For Me
Renewed, increased interest in teaching			1	5	1
Greater pride in profession			1		6
More confident about teaching				4	3
Greater awareness of alternative teaching techniques				2	5
More familiar with new teaching materials				3	4
Not much but nice to chat with other teachers	2	4	1		
Better understanding of pupils			1	5	1
Learned and use new teaching techniques				2	5
More opportunites to try out new teaching ideas				3	4
Enhanced ability to deal with administrative demands			1	4	2
Improved planning appropriate to students' levels				2	5
Greater say in what happens in classroom			1	3	3
Teaching, as judged by supervisor, has improved			1	5	1
Students learning better			1	3	3
Greater use of self-developed materials				5	2
School's curriculum improved as result of increased interaction among teachers		1	2	3	1

Table 7. Intern Responses to "Effects" Questionnaire (cont.)

Effects Statements	Opposite More True	Not True	Slightly True	Moderately True	Very True
Better understanding of why some techniques work and others don't				2	5
Changed whole approach to teaching	1		3	2	1
Better able to deal with students who have learning difficulties				7	
Better informed about how other teachers in my school teach				1	6
Just feel better about teaching in this school				3	4
Increased ability to deal with teaching problems as they come up				4	3
Better idea of what to do and how to do it to improve my teaching				3	4
Communicate better with pupils				2	5
Teachers and administrators work more cooperatively			3	4	
Increased willingness to try new techniques nd ideas				4	3
Better observer and analyzer of what is happening in my class				1	6
Informal conversations with other teachers more professionally oriented			1	5	1
Stimulated to seek other professional growth activities			1	4	1
Better able to analyze curriculum materials and ideas				4	3
Better sense of what it is about teaching that I am good at				1	5
Confidence that my next year of teaching will be easier				1	6
Knowledge of what to do and how to prepare for next year.					7

> The program has also affected my sense of belonging to the teaching profession because there is comradeship. It has made us closer and made us realize that our problems are not unique. Teachers you thought had their stuff together revealed that they had the same problems.
>
> The sharing was especially helpful; giving ideas, accepting one another's ideas, not being afraid to share ideas - all these made us have more confidence in each other as well as ourselves. And it rubbed off on other teachers who were not involved in the program because we got questions such as, "What did you do last week?"
>
> ...it helped me understand a new school system and how it works. The program made me feel less alienated to the school ... it had warmth.
>
> Broadly speaking, I feel more comfortable in my role as teacher.

DISCUSSION

Perhaps the strongest indicator of the interns' sense of belonging in the school and the profession and their increasing sense of confidence about themselves as teachers is their staying power. None of them left the teaching profession, although one of the urban interns is leaving public school teaching to start a new teaching job at a private school in September.

It is interesting to note that the program strongly impacted not only the interns' sense of belonging in the school and their sense of colleagueship with other teachers in the program, but also had effects on the school norms regarding colleagueship. At the urban school, the evidence is strong that the program norms of confidentiality, trust, sharing, and helpfulness among participants spilled over to other staff members as well. To some extent we expected this to happen or at least hoped it would happen. What we did not expect, was that the interns would become the "vehicles" for transmitting program content to experienced teachers in the school. This point will be discussed later in this report in greater detail.

Mentors' Knowledge and Use of Effective Teaching Practices and Mentoring Skills

In planning the assessment for the program, two separate sets of questions were posed about the outcomes regarding the acquisition and use of new knowledge and skill for mentors. The questions separated the knowledge and use of effective teaching practices and the knowledge and use of effective mentoring skills. When the data were analyzed, we found that the two could not be separated. In the interviews, when mentors were asked specific questions that separated the two areas, they were able to respond differentially. However, from the logs, journals, and critical incident reports, it became abundantly clear that the mentors had so well and so naturally integrated the research-based knowledge about effective teaching and knowledge about effective mentoring with their experiences of teaching that they often could not be seen apart.

From the logs and interviews, we see that, in most cases, the program impacts mentors' knowledge and use of effective teaching practices and mentoring skills in both their own teaching and the teaching/assisting of interns.

In this section, we have selected two examples of a series of interactions between a mentor and intern to illustrate the effectiveness of the program for mentors in their new role. These are presented as cases: one synthesized from logs of mentors and interns; one from interview responses. We include also an excerpt from a critical incident report of a mentor and some illustrative specific responses from interviews.

CASE FROM LOGS

Suburban intern X reported to her mentor that the principal's observation of her lesson was mostly negative. The intern was not only upset but found it difficult to believe that the principal wanted to help her. She could hardly look at the principal and felt terribly insecure "around [the principal] now."

The mentor, too, was upset because it appeared that the principal had made some positive comments to the mentor about the lesson. The intern became confused and angry. Why, she wondered, hadn't the principal commented in a positive manner to her? Both the intern and the mentor wanted to meet with the principal.

During seminar, the parties asked the college instructor for advice. A decision was made to meet with the principal to discuss the specific ways that Ms. X could improve her teaching as well as to discuss each party's basic philosophy of teaching. Through the discussion, it was hoped that the three people concerned could reach a compromise position, heal some wounds, and get back to the business of educating students in a mutually acceptable way.

Although it took time for the process to work, the results were good. Mentor and intern began to work on one problem area at a time. Intervisitations were arranged so that the intern could observe other teachers handling specific situations. Based on the interns comments, the intern was beginning to reflect in action and reflect on knowledge. The mentor was engaging in reflection too. At one point, she wrote:

> Watching three separate interns make Columbus ships, I became very much aware of the procedures used and how well structured it could be. Each of us can profit from the experiences of others as well as from our own. I've learned many creative ideas for bulletin boards, teaching approaches, and reward systems. Working with interns has helped me to analyze my own techniques. ... It's amazing what different things you can spot when you're not preoccupied with teaching the lesson. ... The interns will profit from my experience but I have a lot to learn from their new ideas, new techniques, individuality and creativity. ... Very early in the school year, I met with an intern to help her set up her room. The room was almost empty. The previous teacher had retired and taken almost everything with her. What remained was an alphabet chart,

> number line and a handful of worksheets --- The intern took all these things and threw them in the basket. I was taken aback. The materials were in better shape than things I had been using. It made me very aware of how "aged" some of my things are. If they look old and out-of-date to the interns, they probably appear that way to the children. I began to realize what an awakening the mentorship was going to be and how much I could learn from the interns.

CASE FROM INTERVIEW

Ms. E was mentoring two interns, both of whom were having difficulty with classroom management and spending too much time. thought and effort on it. One of them, the mentor felt, was too strong and overbearing; the other just the opposite. The problem for the mentor was "how to get them to realize that ... really understand." She certainly did not want to tell them that. It wouldn't be particularly helpful in getting them to see the consequences of what they were doing. Her solution was to have them observe each other over a period of time and then jointly discuss the observations with her in light of the information about classroom management that they had received from the seminar. In time, they "came to a midpoint on their own."

FROM CRITICAL INCIDENT REPORT:

> While working with both interns, I became increasingly aware of the fine line that exists between being a humanitarian and strict disciplinarian and how a good teacher must be both to be really effective.
>
> The most difficult thing to communicate to my interns was that there is no "cookbook" method to discipline and classroom management.
>
> In dealing with curriculum issues and material selection, its fairly easy to have clearcut answers. Developing classroom management and discipline techniques takes time and it's not something that you can really teach.
>
> Although I've given both interns some suggestions, I keep telling them that it took me almost three years to feel comfortable. On the one hand, I think they were relieved to know it took time. In contrast, I think they were not thrilled about the fact that this is an issue they may be working with for quite some time.

FROM INTERVIEWS:

For some mentors, learning about the teacher effectiveness research results in changes in their own teaching:

> I've noticed I'm more intentional in my teaching. I am more direct, I think I've made my objectives much clearer in the skills that I teach ... and also in my questioning

> techniques. I've refined them more because I feel I need to show my intern when she is observing me the different kinds of questions that could be asked and different ways you could elicit answers from children. It has helped me redefine and refine some of the techniques that sometimes as an experienced teacher we become a little less conscious of unless we are showing others. Also, when I observed the intern, I realized some of my own pitfalls: that I may do the same things. But in watching someone else do it, I realize the effect on the pupil and how I may not be getting a point across ... And in this way, it has helped me, in a way, perfect my teaching techniques more and also see some of the things that I do that I should not be doing ... because as you become more experienced also, we are sometimes less conscious of our errors.

This same mentor observes:

> I've used the Rosenshine instructional functions sheet based upon his concept of direct instruction. The sheet has been helpful in my own lesson planning, making sure I covered all the functions that are listed, and has also helped [Intern H] in her planning.

One mentor was particularly strong in denying any changes in her own teaching but indicated that she did share the seminar content with her intern:

> Not really. I have always taught this way. ... I always was fairly specific on eliciting less and doing the teaching in a more directed fashion - more I'm leaving less open for transfer of learning. I'm spelling it out a little more for children. But as far as the mentoring program, not any real change. I'm more aware of what an administrator has to go through and some of the anxieties when you first go in to observe somebody. There are so many things that you need to deal with. Which ones do you focus on first and where are you going to place the priorities - and that you really do have to devote a lot of time in order to get to all of them because, yes, you can establish your priorities, but you've eventually got to deal with the totality and all the other areas that need help. But you've got to start at the beginning and then build from there. And it takes time. ... I am familiar with similar research, not from the same people but it was information I was so much familiar with that this brought it back again in terms of black and white. And I did share it with [Intern M] and I gave her copies of the Kounin article, the Brophy article, the phonics you provided, and some of the mastery learning and behavior management zeroxes which she was very happy to get. So I have looked over all of it and shared it with her.

For other mentors, learning about research-based effective teaching practices does not result in changes in their teaching so much as confirmation that what they were doing was sound. In some respects, it legitimized their own teaching practices for them and for their intern(s).

> I liked the fact that the research confirmed that what I did naturally was on target.
>
> The program has enhanced what I knew. The program made me realize that what I've been doing has a label and it has pulled various ideas I've used in the past for better results. For example, I make greater use of learning centers to better advantage and with more effectiveness. I've extended their use in curriculum areas.
>
> There is research to back up the findings of methods that produce the best results and teachers should be aware of this. I'm going to adopt .... criteria for rating students responses in writing and see where it leads.
>
> The program has helped me to grow because no matter how long one has been teaching, you can still learn; especially from just listening. The presentations from [college instructors A and B] gave me ideas I didn't have before. The group discussions and lessons had the same effect. For example, [college instructor B's] curriculum on festival - we did spin-offs that were very good. Also managing disruptive behavior tied in to classroom management - a process that I didn't give any consideration to before."
>
> I always knew how to teach but the instructors and interns taught me more effective ways. "Try it! It might work." was the atmosphere. The program broadened our knowledge.
>
> The program made me more aware of effective teaching methods. It taught me things I didn't know and I've tried things I didn't try before. Where I taught before, discipline and behavior problems were absent. That's different here, so I can't work the same way. Grouping has helped deal with this. A lot of teachers in this school are afraid of grouping but are now using it with worksheets, etc., rotating from table to table, not being stationary.
>
> I also think that the research findings of Rosenshine and others that prove that teacher directed lessons are more successful than the discovery approach or individualizing approach has vindicated many seasoned teachers who have felt that teacher directed instruction, interacting of pupils in a lesson, was much more fruitful. When I began to teach, the theory was that discovery learning, individualized approaches, and the children can learn by themselves. I think his findings have proven that this is not so. That children, particularly low level children fare better, are much more successful in teacher-directed

> lessons and also with the pupils interacting with the teacher rather than learning on their own and from each other.

In the interviews, mentors talked about the mentor training and how they used mentoring skills:

> A good intern-mentor match is very important for a program such as this to be successful and effective because there has to be a feeling of trust, respect, and wanting the intern to succeed. The mentor must, therefore, be non-threatening, non-sexist, otherwise, there can be problems. Respect, knowledge of one's own abilities, common goals and objectives, and high expectations are the components for a good match. There will nonetheless be conflicts of personality and time conflicts will arise, but the mentor must know when it's time to back off. For example, with one of my interns, I could visit anytime, another, not so, and I wouldn't push it.
>
> My relationship with my interns has changed as I've watched them grow. They now know more. I now know more. I know who can work independently, who is strong, where the weak points are identified, where the skills and strong points are; who needs to be pushed and who doesn't. For example, [Intern D] has grown from a frightened individual to a person now ready to explore any avenue; take any challenges; do whatever is necessary; use whatever you give her to the fullest. It was really a very gratifying experience to work with her. [Intern E] came with a horrible class. We worked closely and he maintained discipline and stayed with the class and accomplished a lot. He has proven himself to be assertive and professional.
>
> I have an excellent relationship with my intern. At the beginning, we just said, "Hello! How are you?" Then we got closer and I found her to be fun-filled. She has her own way of doing things, but that's fine. She's not a person to bite her tongue. She speaks her mind. I knew her before the program started, and I didn't want to work with her. But, mentors have to know when to lay back and observe. It turned out to be a great experience because she is a great person to work with. We learned a lot from each other. I learned a lot from her.

The journals, logs, and interviews indicate that interns viewed the mentors, not as additional supervisors or administrators nor as typical college instructors, but as trusted colleagues who could be depended upon to come up with a solution to "practically anything." Yet, mentors did not impose their solutions on interns. They may have demonstrated how they would handle a certain situation, related how they had done something in the past, asked guiding or probing questions to help the intern, or observed the intern to acquire information needed by the intern to arrive at his or her own solution to or analysis of a problem. As illustration of this, we present the remarks of one intern:

> I had an excellent mentor in [Mentor C]. I had always admired her style of teaching. She taught me that there are personality things in teaching and things cannot always be duplicated, so I feel confident about my personal style though I used her suggestions. At the beginning she seemed stuffy and removed, but as I got to know her better as a person, I found her humorous. I would never have thought that before. A good mentor is important for this program because that can build a teacher's morale which is needed for everything.

FROM THE QUESTIONNAIRE

On the last day of the program, seven of the eight interns who completed the full program and two of the five mentors from that school responded to a questionnaire titled "How Do Mentors Help Interns?" The questionnaire consisted of thirty statements of what mentors might have done to help interns. Interns were asked to check whether their mentor did each of those things and mentors were asked to check whether they did those things using the categories; never, occasionally, or frequently. These results are are presented below.

All seven of the responding interns indicated that their mentors did the following things frequently: (Interns responding were assigned to all five mentors in that school.)

> Conducted an individual conference so that I could arrive at a general principle for improving instruction;
>
> Provided encouragement and reinforcement for me;
>
> Gave me new ideas for instructional activities;
>
> Gave me concrete and specific ideas to use in my classroom;
>
> Provided moral support;
>
> Listened sympathetically when I needed to discuss a problem or concern.

Six of the seven interns (still representing all five of the mentors) indicated that their mentors did the following things frequently:

> Helped me feel a sense of belonging in this school;
>
> Helped me feel a sense of belonging in the teaching profession;
>
> Helped me identify my teaching needs and priorities.

Five of the interns indicated that their mentors also did the following things frequently: (Not all mentors represented on all statements)

Encouraged me to try a new technique;

Gave me a lot of alternative teaching ideas so that I could choose the one that was right for me;

Told me exactly how to implement certain teaching stategies;

Gave me tips on preparing for administrative observation/evaluation;

Acted as a sounding board so that I could bounce around some teaching ideas that I had.

Mentors occasionally did the following things: (At least five interns checked the occasionally category)

Made, ordered, or found materials that I requested (one intern reported, and her mentor confirmed, that this was a frequent occurance)

Explained an educational theory to me;

Showed me in my own classroom how to use a certain kind of material or technique (One mentor did this frequently);

Told me how to solve a very vexing problem that is probably specific to this school. (One mentor says she did not do that but her intern says it happened frequently.)

Of those activities listed on the questionnaire, the following were checked as having never or only occasionally been done:

Taught a small group of my pupils so that I could concentrate on another group;

Made some materials or arranged a display for me (One intern reported that this was done frequently by her mentor);

Taught a lesson or a class so that I could observe a certain stategy or technique in action (One intern reported that her mentor did this frequently. Another intern - same mentor - reported it as an occasional occurance. Two interns - two different mentors - report this as never having been done);

Arranged for me to observe or talk with other teachers in their classrooms;

Brought me together with other interns so that we could share ideas in group discussions (One mentor did this occasionally, one frequently).

DISCUSSION

The examples in this section illustrate that program outcomes for mentors vary with respect to both the research-based knowledge about effective teaching and the development of mentoring skills. For some, the knowledge about effective teaching practices was reinforcing and legitimized the teaching practices they had been engaged in for years. They appreciated having the "labels" for these practices and found that helpful in assisting interns. For most of the mentors, the knowledge about effective teaching practices combined with the mentoring skills they had acquired, particularly the observation and conferencing skills, helped them to reevaluate their own teaching practices. In a sense, they had to look more closely at their own teaching and "break it down" if they were going to help others. They had to clarify for themselves just what it was they they did in certain situations. In many cases, this resulted in changes in the mentors' own teaching: new realizations, new adjustments, increased repertoires, and, for some, some very different techniques.

Usually, the awareness on the part of mentors for need of the research-based knowledge and mentoring skills came up when there was a problem or issue with the intern or mentoring process. The very experienced teachers, those who have spent about twenty years in classroom teaching, benefited because they saw the things that had become so routinized that they were simply unaware of them. For these people especially, the research-based knowledge was "new" even if it was consistent with their classroom practices. These people had not been exposed to this knowledge before because most of this research was done after they had completed their teacher education programs. These teachers strongly acknowledged the benefit of learning this knowledge base.

Mentors' Sense of Professionalism, Interest in Teaching, and Confidence

To date, and without exception or qualification, mentors experience their mentoring role as professional renewal, enhancement of status, and a "recharging" of their own teaching techniques and strategies. **Their greatest reward was in being able to share their knowledge with new teachers and in helping them to use it to succeed.**

Explicit statements and critical incident reports verify these results. Some of them we have seen in the previous section of this report. In this section we present others. For example, one mentor said:

> You know, you get into a routine that is really a rut. Over the years as you try different things and discard others, you forget so much of what you have learned about teaching. This experience has reminded me about a lot of that and now I can't wait to try it out in a different way.

Others said:

> It has been wonderful to share the excitement of the new teachers as they have made discoveries about what works.
>
> I was thinking of retiring at the end of the year, but now there are too many things I want to do in my classroom next year.
>
> The program has enabled those who participated to become closer and more aware of the people they work with.

> Without the program, they wouldn't have gotten together or not as often; maybe just a 'Hi!'
>
> The program has made me more committed to teaching. It gave me far more in the last nine weeks than I could have learned in a college or by hands-on experience alone.
>
> I became involved in the program reluctantly. When I was asked, I didn't feel that I'd have the time due to outside obligations. My reservations for the overload was also due to my school responsibilities. Finally, I agreed and it has been a rewarding experience. It took great efforts due to my outside obligations. The program has helped me as a teacher in every way in that after teaching for twenty years, it has revitalized my interest in my work and has given me the chance to interact with more staff members. This comraderie is a big plus for the program. It gives a sense of satisfaction to add support for someone else's success. Surprising, it was more helpful than I thought it would have been. The interns' comments to me have been very positive, so it worked out well for both interns and mentors. I am so glad to have been a part regardless of my initial reservation.
>
> Personally, the program is a revitalization for me to get a fresh look - not just concentrating on my program and duties. It has promoted greater interest in teaching for all involved.

FROM CRITICAL INCIDENT REPORT:

> [Intern F] got the job. The whole process was fulfilling for both of us. [Intern F] and I have developed the ideal mentor/intern relationship. She feels free to ask for my help and suggestions. It is clear that we perceive each other as equals. When we meet to plan, we meet as equals. There's always a great deal of give and take in our conversations, and I often feel I have learned as much as she has. [Intern F] has grown tremendously in confidence and in teaching skills since September. Everyone who has seen her teach this year is confident she will succeed at [new school] and will continue to grow as a teacher.

DISCUSSION

There is very little to add to the words of the mentors themselves. The effects that the program had for them may be summarized as: increased interest in their work; a sense of growth in their work that comes from "taking a second look" at their own teaching; an increased repertoire of ideas; an emergence of leadership qualities; increased self-esteem; new avenues for increased interaction on a more in-depth level with their colleagues, and, most importantly, pride and satisfaction in the success of the interns.

Experience of Interns and Mentors with Program

On the whole, but with a few exceptions, interns liked the program, would recommend it to others, and would repeat the experience if they were given the choice to "do over again." Mentors, without exception, experienced the program positively and look forward to further mentoring experiences at some time in the future. To say that they liked it, that they judged it to be a good program, however, does not mean that they liked everything about it. Over the course of the program many issues and concerns were raised by interns and mentors. Where troubles, problems, concerns, and/or issues were resolved, interns and mentors looked back and saw things positively. Some of the concerns and issues were not resolved and did not seem to effect the participants' reactions to the program other than to "make recommendations for the future:" a kind of "It was good, but here are some things that would make it better" evaluation. In contrast, some unresolved issues appeared to elicit negative comments or cause frustrations for mentors and interns.

In this section, we attempt to present a balanced picture: what interns and mentors particularly valued about the program, the issues that caused concern, and their recommendations for improvement.

WHAT INTERNS AND MENTORS VALUED HIGHLY

Use of Research

One of the most exciting outcomes of the program is the way in which most participants came to regard research on teaching as being helpful to them in their teaching. In effect, most of the interns came to see research on teaching as teacher sharing on a grand scale. Often, in seminar sessions where participants would be discussing a common concern and exchanging strategies and ideas regarding it, one or another of the interns or mentors would ask the college instructor directly, "What does the research have to say about this?" The following remarks of participants are typical of most participants evaluations of the program with respect to the research-based knowledge content:

> When this program started, I was really worried about all this research business. I needed practical help from this program and thought that maybe we'd get a load of theoretical stuff that wouldn't really mean much. That wasn't the case at all. It really helped!
>
> ... all the information the program offered on effective teaching practices really helped me, especially the materials we received on current research.
>
> I liked the fact that the topics covered weren't outdated. We had the best ideas going! We suggested what we felt we needed and the instructors molded it and blended it with their ideas.

The latter remark of an intern underscores the importance of the way in which the results of research were conveyed to participants. It is likely a deciding factor in their acceptance of it. They did not want to study the research as researchers would, nor did they want to read extensively to analyze, synthesize, or evaluate the studies. On the advice of mentors who had already read and favorably reacted to a synthesis of teacher praise research written by Jere Brophy, this was the only lengthy reading assignment given to interns. The interns' reactions to this assignment were, with only one exception, very positive. At least three of the interns cited this assignment as most valuable and reported deliberate attempts to change their "praise strategies" based on what they read. One of the interns was so excited by the ideas in this article that she came into the hall to stop the project director who was passing by her classroom to discuss it. She later reported (and this was verified independently by her mentor and an assistant principal) that the changes she had made in the kind of praise and the circumstances when it was given had radically altered some conditions in her classroom.

While this single reading assignment was successful, it was not typical of the manner in which the research results were conveyed to interns. Generally, the concepts and principles derived from research on teaching were conveyed to interns in the context of a concern that they shared, with mentors providing examples from their own experience of how those concepts and principles were useful in that particular classroom, school, or district context.

Credits Earned By Participants

> The thing I liked most about the program was the credits it carried. I also liked the one-to-one relationship with everyone and the comradeship between mentors and interns and instructors. The sharing of information and being able to speak one's feelings without being brought into tow was excellent.

Interactions Generated by Program and Program Norms

> I like the Baruch program, especially the sharing of teacher's information and ideas. I used some of those ideas in my classroom. For example, see that Indian Village over there? It was developed with the help and ideas of the teachers in the program.

Immediate Applicability of Content to Classroom

> The most valuable thing the program does is to allow teachers to spend time to know each other and find out that problems we have are not unique. This process helps us to hear how others deal with the problems...I learned something from everything the program did. One very valuable thing I got out of the program is that I can now focus on listening to the children and thinking about things they question and then making those things a part of the curriculum. I got valuable ideas on setting up learning centers. Now I'm better able to use time to structure center time. The topics the program covered mingle with my classroom -- they go hand-in-hand and they

> mesh. There's hardly anything I learned in the program that I don't use in my classroom."

The Mentor-Intern Relationship

Without question, interns valued most highly the intern-mentor relationship and the availability of on-site assistance during the school day.

> The difference between this program and similar ones is that the interns are involved with others who say, "You are not alone." They are able to discuss ideas and problems, and talk out and work out solutions. They can see someone to talk to or to act rather than read a book. Someone is always at hand to help. The immediacy of having that person, the mentor, right there to put you on track and help you find solutions is great.
>
> Though short, we covered, if only briefly, quite a lot of territory in this meeting. The fact that [Mentor H] and I get to meet only once a week in addition to the Baruch course is a concern of mine now that the course is ending. I must mention to him this concern of mine to ensure that our "mentoring/interning" stays at two meetings a week!

Mentor Training

The mentor training itself was cited by all suburban mentors and most urban mentors as a particular strength of the program. The urban mentors who did not, had no quarrel with what they got, only wanted more of it and more graduate credits for it. The urban mentors had enrolled for six credits in mentor training courses, the suburban ones in one three-credit course. All urban mentors and all suburban mentors wanted more training, wanted it to begin sooner (before mentoring actually started) and continue throughout the year, and wanted more credits for it. The comments of mentors below are typical of statements they made about mentor training:

> I wasn't too prepared to mentor. The training gave me the opportunity to think through what had to be done to help the interns; it clued me in to what I take for granted. The program bridges the gap between administration and teaching. I was glad for the direction, grateful for any help I could get. The support given by [College Instructor B] to the mentors was highly effective.
>
> It was the only opportunity for mentors here to interact among themselves. We needed that to share common problems and concerns and to help each other work out solutions.
>
> [College Instructor B] not only gave us good approaches, she also gave us her phone number and that helped us to feel more secure - that we would have someone to go to at any time. There was not a thing covered in the mentor training program that was not important and related.

> Mentors need a "gripe" session. There are frustrations that come with anything - and we need to reflect on the mentoring experience with someone who is not an evaluator.

SUMMARY FROM TRANSMITTAL EFFECTIVENESS SURVEY:

Interns and mentors, during the structured interviews, were asked to rate each of the instructional activities used in the program as high, medium, or low in providing content or learning experiences that were impressionable and meaningful during the program (Transmittal Effectiveness Survey). They unanimously rated the intern-mentor observations and intern-mentor conferences as highly effective. Conferences with the college instructor and peer discussion/sharing were almost unanimously rated as highly effective with only one or two participants rating each of them low in effectiveness. About half of the participants rated the seminars, lectures/discussions, the instructors, videos tables and charts, log, journal and critical incident reports, workshops, growth plans, and role play exercises as highly effective with the remaining half rating them as medium in effectiveness. Required reading and research articles received the lowest ratings, primarily medium with several participants rating them as highly effective and a couple as low.

> More teachers will want to participate next time it is offered although I don't know if there will be enough new teachers. But then again, this program should not only be for new teachers. It can even benefit veteran teachers who are not up-to-date with current educational practice.
>
> There really wasn't too much I didn't like about this program. It required a lot of time to write the logs, but that wasn't too much.

ISSUES OF CONCERN TO MENTORS AND INTERNS

Intern-Mentor Mismatch

There are instances when, for whatever reason, an intern-mentor pair will just not relate well to one another; when it will be difficult for the pair to develop the mutual trust and respect necessary for the mentor to freely give and/or for the intern to fully benefit from the situation. Of the twenty-nine intern-mentor matches in this sample, this happened for three pairs. For two of these pairs, the combination of continued efforts, extraordinarily professional, principled behavior on the part of mentors, and suggestions for dealing with the situations from the college instructor brought about satisfactory, if not ideal, working relationships. There is no doubt that the interns benefitted from the program and from the relationship with the mentor in the long run. But for both intern and mentor, the period of adjustment was difficult.

For the third pair, the best efforts of all were to no avail. That intern, though benefitting to some extent from seminars and interactions with other participants in that cohort group, missed out on a great deal of help and assistance that was needed and wanted. It is very likely that this situation contributed heavily to the intern's negative evaluation of most aspects of the program. The mentor was frustrated by the situation, but remained positive about the program.

The term, intern-mentor mismatch, is the label that program participants gave to this issue. Many participants seemed to be aware of this problem, had opinions on it and worried about it. They particularly worry about it for future cohorts and recommended that a "no-penalty" option for switching mentors or interns be built into the program.

We are not so sure that switching interns and mentors around is the best or only solution to this problem. In each of the three cases cited above, there were other factors in play, which, for reasons of confidentiality cannot be discussed here. We believe that this issue is best addressed by the care that is taken in the initial placement. In planning for this program, criteria for assigning mentors to interns were the focus of much research, discussion, and deliberation. In each of the "mismatch" cases, one or more of the criteria that had originally been agreed on had been violated. Mentor-intern matching was not something, this year, that project staff had any influence on. The administrators who did the matching had not been members of the original planning committee for the program and, with both cohorts, matching was, for the most part, a fait accompli when the program came on the scene.

In the future, agreements between schools and the college to offer this program to a cohort of interns and mentors should include more attention to this issue. At the very least, there should be extended discussion of the rationale for and importance of the criteria for mentor assignment to intern. Perhaps it is not possible to be one hundred percent successful in the pairings, human nature being what it is, but we believe the probability of good matches can and should be maximized. That should be done first. Then, during the course of the program if it becomes clear that a given pair for reasons of "personality conflict," incompatable working or teaching "styles" simply cannot work together productively, there should be procedures for effecting reassignments.

Confidentiality and Trust

The issue of intern-mentor mismatches and the issue of confidentiality and trust overlap to some extent. The issue of confidentiality is so important to this program, however, and of such concern to participants, at least initially, that it deserves special attention. In looking back over the program, most interns and mentors revealed that they had had initial reservations about this; they were worried that reports would be brought back to supervisors. Early experiences with the program reassured them that confidentiality would be maintained. For them, they reported, it was a completely resolved issue. In looking back, mentors, interns, and college instructors could recall instances when that was being tested.

There was, as far as we know, only one breach of confidentiality during the program and that, surprisingly, came from an intern. When this happened, the mentor was dismayed and frustrated, and went through a period of self-blame. The incident affected the mentor's confidence as a mentor and it should not have. A lack of mentoring skills was not the problem. Although the mentor worked through the issue satisfactorily and seems to have grown from the experience, undoubtedly it diverted energies that could have been put to better use: for the intern and the mentor alike.

Mentor Selection

Some mentors, but not all, worried about being chosen as mentors and how that might affect their relationship with their peers. Below, one mentor expresses her views about being selected as mentor:

> A mentor can be the envy of other teachers. How we are selected, who selected us, and explaining to other candidates why they weren't selected can be a problem. Unfortunately, some candidates who think they are qualified are not that qualified in terms of their knowledge of curriculum or ability to analyze another teacher's teaching or show them how to teach. Also, some have not had experience in more than one or two grades. These are all considerations in terms of mentoring.

Another mentor reflected on mentor selection after the program was over:

> If teachers have to pick the mentors there are problems with that; if just administrators pick I can see problems with that. In this case, some people were not that interested in it and I don't know how many would want to give of their own time. I've given lunch hours, I've given prep periods, I've stayed until 4:30 and 5:00 many afternoons. It's very easy to say, "Oh, I'll do it'" and then when they are in the situation find out they really don't want to give of their time; they want to be compensated for that time and in addition they might then first start to realize that while they could help maybe in this topic in math they really don't have the breadth and the background to be able to really analyze and help a new teacher in a variety of areas. And that is a factor and that can be a problem. I think that whoever chooses mentors has to be aware of the teachers' abilities and background before they pick the person and I think the person really has to have a breadth of knowledge in curriculum and be able to break skills down and be able to work with other people and be able to give of themselves otherwise it is not going to be any better than the help from an administrator -- it might be worse.

The issue of mentor-selection, while of some concern to mentors themselves, evidently did not generate the envy that some worried about initially. Instead, most mentors reported that their colleagues were very supportive and helpful to them as they learned and lived the role. One mentor said:

> My colleagues were very supportive. Oh, initially there were some questions. No one thought it was awful that I was chosen, but there were questions: "Why did I get it?" "What do I do?" But last year's mentor from this school set a good tone. It was easy for me to follow.

When different mentors are chosen each year, when the selection criteria are public and explicit and the process as apolitical as possible, when there is an opportunity for all experienced, effective teachers who want to to ultimately experience the role, then the concerns of the mentors expressed above are very likely to be minimized. Where these conditions prevail and experienced teachers learn that the job is, indeed, not a "cushy" one, but one that by dint of hard work and a large investment of time makes a real contribution to the school, and when other teachers still hope to be mentors in the future; that really speaks to the quality of the selection process. It is a tribute to the mentors who have come before.

In each of the cohort locations, experienced teachers were supportive of the mentors. Many of them aspire to follow in the footsteps of the mentors.

Potential for Competing/Conflicting Mentor/Administrator Philosophies

Mentors and interns both in both cohorts were concerned about this issue. There is the potential in this kind of program for the interns' immediate supervisors to "feel threatened by the mentor's expertise," to use the words of the interns. The basis of the concern lies in the possibility that mentor and supervisor have conflicting "philosophies," or don't share the same set of expectations for the intern's performance, or give them conflicting advice and direction - with the intern in the middle.

For most of the interns and mentors, this remained an abstract concern but did not happen. However, there were two instances when mentors and interns had to deal with this problem very concretely. In one case, the intern's supervisor made many negative remarks following an observation. In this case, the mentor and intern decided to meet with the supervisor to "clarify philosophies, heal some wounds, and arrive at mutually acceptable approaches to teaching." Following this meeting, the intern, with the mentor's help, started working on these approaches and, over time, made a great deal of progress.

In the other case, an intern used some of what had been learned in the program to develop a lesson plan that was different, in some respects, from the usual lesson format of the school and which the supervisor did not initially approve. In this case, the intern alone engaged in dialogue and discussion with the supervisor, and with give and take on both sides, they arrived at mutual agreement. The lesson was observed, and the supervisor was entusiastic about the performance. In this second instance, we know (from the supervisor) that this incident marked a critical point in the supervisor's perception of and respect for this teacher as a professional. It was not something that was easy for a new teacher to do, but this intern felt well-armed with knowledge to back up the ideas and also knew that the supervisor would be open to both the discussion and the new ideas.

Confusion Over Certification/Licensing Requirements

This issue had applicability only to the urban cohort. All interns in the suburban cohort were provisionally certified, regularly appointed, first year teachers.

The regulations regarding state teaching certification and New York City teaching licenses are complicated separately. They are exceedingly complex when both are applicable, even for those who are familiar with them. Possession of the license does not guarantee certification, possession of certification does not guarantee license. In addition, salary differentials are granted to teachers based on completion of credit-bearing university courses with somewhat different conditions for TPD and regularly appointed teachers.

A number of the urban interns were confused and concerned about these regulations and the relationship of the program to them. Explanations from the project director and school administrators did not allay these concerns, so the individuals were referred through members of the policy board to appropriate officials (of high rank) in the Board of Education's Division of Personnel. This strategy did not work because the interns did not have enough knowledge about both the program and the regulations to ask the right questions. The decision was made to devote one of the seminar sessions to this issue with both the project director and a Division of Personnel representative present to discuss the regulations generally, to explain how the program related to them, and to clarify each intern's status individually.

As a result of this session, two interns made a decision not to register for the third module of the program. The primary reason they cited was that they had learned that the college recommendation for provisional certification would not exempt them from taking the National Teacher's Examination (NTE). Both had expected that this program would help them to bypass that requirement, even though they had been advised before the program began that college recommendation and the NTE would be required for provisional certification. Evidently, this fact was not stressed enough.

Both of these interns had already learned a great deal from the program. They made what they considered to be a purely practical decision. Since they did not need any credits (beyond what they had earned in the first two modules) to gain a salary differential, they were unwilling to invest the time and money toward the end of the school year in the additional six credits. Neither of these interns was negative about the program; both cited many positive aspects along with their disappointment regarding the NTE requirement. One of these interns said;

> I think the Baruch program is good enough for the Board of Ed. to pay for it. It should be replicated...The program helped improve my management skills for the classroom.

Time

Time was an issue of concern in two ways: scheduling and length of the seminars, and released time during the school day for mentors and interns to interact. Each cohort was operating under different time constraints and each had different time concerns.

The suburban cohort group, both mentors and interns, had released time during the school day to work together. They were satisfied with the amount of time they had but, in some cases, had some difficulty in merging schedules. Almost all said something to the effect that there was never enough time to --- . That was more the response of people who were highly involved and interested in what they were doing than a real complaint.

The problem there was that the seminar session just made for a very long afternoon. Mentors met first with the college instructor for one hour; then both mentors and interns met with the college instructor for one and one/half hour; then interns met with the instructor for one hour. While this schedule was mutually agreed on at the start of the program, with mentors and interns contributing to the decision, all suggested, and we agree, that the program there (even the reduced credits-program as it was offered this year) ought to be spread out into more and shorter sessions, begin at the start of school, or before if possible, and continue until well into the spring semester.

The time problems of the urban cohort were just the opposite. None of the interns had released time during the school day and the mentors had varying amounts depending on the number of interns they were mentoring. When members of this cohort said that there was never enough time to ---, they were expressing a very real concern. Even with altered scheduling in the school to permit them to share common free periods, they were too pressed for time to devote to the program.

With this group, the college instructor met with mentors over lunch and with interns and mentors (who had not had prior mentor training) after school at the school. These arrangements were considered "a plus" by the participants although one would have preferred the seminars to be held on a Saturday morning.

Finances

Finances for tuition and fees were not a concern of the suburban participants who were pleased that the district had paid these costs. For the urban interns, money to pay for the program was a real concern. Most of them had not expected, so had not budgetted to spend as much money as they did on education costs for the year and many were paying off undergraduate student loans at the same time. Even with the relatively low City University graduate tuition rates ($82/credit), the payment of the full tuition was an unplanned-for burden. These interns were willing to pay:

> Although $1500 is a lot of money, it's not so bad when you compare it to regular graduate school costs.

However, they strongly recommended setting up a deferred payment plan of some sort. We were able to effect some relief so that they did not have to pay full costs up-front but could make payments across the time span of the program, but these payments had to be completed by the time the program was concluded.

Business Relations With the College

The handling of application forms, registration, grade requests, financial aid forms, and payments to the bursar were complicated by the fact that the urban program participants especially, but to some extent the suburban ones as well, were not on-campus students following the established procedures and schedules of the college. This issue probably caused more aggravation and misunderstanding than any other - to all involved. While each problem was sorted out satisfactorily, there were too many instances of snafu; too many glitches in the system, and altogether too much time and energy devoted to them.

In retrospect, we did not pay nearly enough attention to this issue in the planning year or in the first year of implementation.

Experience of Schools With Program

Information pertaining to the experience of the schools with the program is synthesized from the project director's journal, interviews with interns' immediate supervisors and, for the suburban district, the district superintendent and assistant superintendent, as well as from policy board minutes and mentor and intern journals.

School administrators appreciated having this program in their schools whether as part of an overall district staff development program or as a primary staff development vehicle. They want to have the program continued next year with mutually acceptable modifications based on the data being reported here. At least one of the administrators is actively working toward establishment of the program in additional schools in that location.

Elsewhere in this report, we have detailed the different arrangements for released time for each of the different cohort groups. From a school administrator's perspective, the issue of continuity and coverage of curriculum while interns and mentors are being released is best treated as an overall staffing issue and not simply an issue of obtaining substitutes to provide coverage. Knowing in advance of the school year that the program will be operating permits rational choices and rational, even creative, decisions.

The administrative support that is needed for this program goes well beyond the provision of released time and scheduling considerations, which administrators accomplish with far more ease than the committee planning this program expected three years ago. The key to the success of this program lies more with the interns' immediate supervisors: department chairmen and assistant principals. When the immediate supervisors feel that this program enhances their job, makes it easier and more successful, then the intern-mentor relationship can thrive. When there are also specific shared expectations for what interns and mentors will get from the program, then that provides support, both for the program as a whole and for intern-mentor interactions.

This program succeeded in two very different administrative contexts. In both, there was strong directed leadership. In one, that leadership was highly specific about what was expected of teachers in the way of classroom performance and in supervisory observations looked for what they wanted and expected to see. In this location, a wealth, perhaps superabundance, of opportunities was provided for teachers to enable them to meet those expectations. In this context, administrators viewed the program as complementing and supplementing other activities aimed toward common goals. In the other location, there was equally strong leadership but it was not so directive. There was much more flexibility and much more freedom for teachers to find their own ways toward meeting high expectations. This program was viewed more as a tool for giving them the raw materials to work with. One could say that in one location the program was an opportunity for the school and in the other, the program was an individual opportunity for staff members.

The content of the program had to be adjusted to those different administrative contexts. For one cohort, the specifics of the content had to relate to the administrative expectations. Where it did not (or where an intern's immediate supervisor did not know that it did), administrators did not look for program outcomes in the interns' classroom performance, and the interns were not so likely to take seriously or value those particular learnings. In the other location, the specifics of content determination were more collaborative all around: between school and college, college and program participants. In this situation, participants were free to experiment with the content, "try it," and then place value on it based on what "worked for them."

Experience of the College With the Program

Information for answering this set of questions comes from data collected through the project director's journal, interviews with key college personnel (faculty assigned as insructors for seminars, Dean of Education and Educational Services, Chair of the Department of Education), mentor journals, and minutes of policy board meetings.

In general, the program has been very well received by the college. The program is viewed as "forward-looking," "on target," and very much in keeping with the direction in which university, city, and state policy-makers in education are moving. It has received a level of support (financial and otherwise) from academic and non-academic administrators that is unprecedented for new programs in education. The faculty in the department of education whose efforts will be critical to the future of the program have carefully considered the program and the issues attendant to its continuing implementation and have formally voted acceptance of it as a regular offering of the department. These faculty see the program as excellent in concept. They regard the close working relationship that has developed with a district as a "very positive plus" and potentially useful in their goal of developing other collaborative ventures with school districts in the city. For the most part, they believe that having this internship program is a matter of some prestige and are pleased that they have the experience of the program to date to build on.

Nonetheless, over the three years of OERI-supported planning, implementation, and evalution of the program certain issues have caused concern on the part of college staff (administrators and/or faculty) or difficulties in implementation. These are summarized below.

A rapidly shifting context (new state-supported pilot programs for internships, a new regulation of the state education commissioner regarding uncertified teachers, a new and improved salary schedule for the city's teachers, the resignation of one city schools chancellor and the appointment of another, an abortive attempt to institute, citywide, a school/college/teacher organization internship on a grand scale, a position taken by the association representing supervisors and administrators regarding the mentoring role, changes in district, school, college, and project staff, etc.) necessitated shifts and changes in program detail, sometimes engendered uncertainty about whether the program would run, resulted in waxing and waning of interest in the project on the part of constituent collaborative groups and individuals, and, in general, brought about ambiguities and caused frustrations about the project. It is safe to say that no one affiliated with the project in any role or capacity was unaffected by these conditions.

These conditions and their resulting effects on the project were not all negative. The program was able to respond to these changes by adjusting details of implementation and developing various combinations and permutations of certain aspects of the implementation plan, at the same time remaining faithful to the goals, concepts and vision of the original. It is likely that the very process of making these changes and the fact of being able to implement the program successfuly under varying conditions and for very different participant cohorts underlies and emphasizes the worth of the program in the eyes of education faculty. Recognizing and accepting the program in concept, they are aware of the need to make important decisions about its future: possible changes in the seminar courses to include a greater emphasis on reading instruction, potential amendments to make it suitable for other populations, possible development of the program as a "fifth year" of a bachelor's degree program or a "clinical year" of a regular master's program. These developments have also underscored the need for college resources to be allocated to the continuing coordination, administration, and development of the program. Administrators and faculty alike recognize the amount and kind of work needed to continue to successfully develop and implement the program under the conditions of a shifting external context; a context that is not likely to become any more stable in the forseeable future.

The academic year schedule mismatch that is inherent in any school/college collaborative project was exacerbated by the uncertanties and ambiguities encountered. Not only was every aspect of the program from recruitment to registration to completion of grade rostors "out of sync" with the regular college schedule, at the beginning of each regular college semester, there was no certainty about the number of interns and mentors who would be enrolled. This meant that budgeting for the adjunct pay for mentors as well as filling schedules for regular staff were based on much more of a "guesstimate" than is normally the case, and the "guesstimate" was based on very little experience. Too often for the comfort of many at the college, the program depended on the work of individuals whose primary allegiance was not to the college.

With the genuine interest and full cooperation of college administrators, procedures were developed for on-site, off-campus, registration of interns and mentors and hiring of mentors as college adjuncts. Nevertheless, these procedures were not part of the typical, regular way of doing business at the college, often caused confusion or dislocations, and resulted in excess and unexpected, unbudgetted time investment for the project director and other college administrators; notably, the registrar whose assistance and infusion of expertise with this project went far beyond the call of duty. For example, one cohort of interns and mentors registered for a module that began in early December 1987 and was completed in February 1988. This set of courses was treated as part of the fall semester for purposes of faculty schedules and budgeting as well as by the registrar for record keeping. At the end of the regular fall semester, end of December, the courses were not completed and, of course, grade rosters were neither generated nor completed. The problem came when the courses were completed in February, just after the start of the regular spring semester, and no grade rostors were generated. Continuing correspondance and telephone calls between the registrar and the project director finally resulted in the printing of the grade rostors in July, 1988. Somehow, in attempting to integrate the unusual "out-of-sync" registration cohort into the routines of registration at the college, the records became inaccessible and had to be regenerated.

We believe that the problem is that the program, up to this point, has been treated as an exception rather than part of the routine life of the college. There has not been a serious attempt to "routinize" the program. Anyone not directly concerned with the special procedures that have been developed is likely to make some mistake in "handling the papers." This involved a great deal of time in explanations, instruction of personnel involved, and general "trouble-shooting." Until such time as familiarity with the new policies and procedures becomes widespread, this state of affairs will probably continue. Viewing the program as one that is "here to stay" and that, inevitably, must be adjusted to would certainly help.

The issue of "clinical" vs "academic" education at the graduate level was not an issue that seemed to generate a great deal of concern or discussion except among members of the college's graduate curriculum committee and between the college faculty assigned to the program seminars. During the first year of the project when the program was being defined, the education department had to seek and obtain the approval of the graduate curriculum committee for three new courses: the internship or clinical education co-requisites of the already established seminar courses. The committee, composed of a majority of professors from the college's large School of Business, briefly discussed the need for graduate clinical work in the education of teachers and approved the courses. It had been clear from the context of preparation for this meeting as well as from discussion at the meeting itself that the courses would not have been approved had the department made the proposal that they be part of the regular thirty-credit master's degree program. They were approved for graduate credit. These clinical courses are viewed at the college as an alternative means of the interns "making up" for not having had undergraduate teacher education programs.

That seemed to be the end of this issue until the spring of 1988 when the program was in full operation. At that time, the issue was raised in a different way by college faculty instructing in the program. At that time, both expressed reservations and uncertainties regarding the most appropriate mix of clinical and academic activities for the program, given that the program carries graduate credit. There is no doubt that, at times, these instructors began to feel that the "clinical" was beginning to outweigh the "academic." We know from the mentors and interns that, at times, they considered parts of the program too "academic," although they did not cite it as an important concern. To what extent the perceptions of instructors and participants were colored by their prior experiences with inservice and university education, respectively, we cannot tell. It seems likely. It also is probable that there will be shifts back and forth in future implementations of this program as the school and college grope toward the most appropriate balance.

Implications

This report has presented and discussed the assessment strategies and findings of an evaluation of the Baruch College/New York City Teaching Internship Program. Much of the data is qualitative in nature but is embedded within an analytical framework that sought verification of important results. We believe that at this stage in the development of the program, which is highly innovative in its context, that this kind of analysis has value, not only to those who collaborated in the program development and implementation, but also to those who will continue to shepherd the development of this program at the college. We also believe that there are lessons from the work that may inform other institutions in other contexts who undertake the development of similar programs. We have attempted, where possible, to use the actual words of program participants to extend the meanings of these lessons.

The program, clearly, does the job it was designed to do. It helps beginning teachers to adjust to the demands of teaching by providing them with important concepts and principles that have immediate application in their teaching situations and which they find useful and valuable. It provides on-site assistance in the form of an experienced teacher-mentor-college adjunct clinical instructor. The mentors help them to understand the meaning and application of that knowledge in the local context in which they are working. The program assists mentors by providing them with knowledge about and skill in mentoring which they find immediately applicable in the situation and which they value. The program accomplishes these things through a process that is marked by a high degree of colleagueship and cooperation among all of the participating institutions and individuals: schools and colleges; teachers, administrators, and college professors.

Some of the program outcomes for interns and mentors were expected. The research base that was analyzed to undergird program design told us to expect those outcomes. Other outcomes were unexpected or exceeded our expectations. We expected that beginning teachers would appreciate and find useful the research-based knowledge about effective teaching given the context and conditions under which it was introduced to them. Most of them did. We did not expect that they would use this knowledge as quickly as some of them did or that they would integrate it so rapidly into their usual teaching routines. We did not expect that the labels of this research would become the "software" for effecting efficient communication about teaching among program participants in much the same manner as it does for the researchers themselves.

We regard this finding as extremely important for the professionalization of teaching. In the well-established professions, members of the profession are routine consumers of research. The producers of the professional knowledge base communicate with them using a common language and practitioners look to the researchers for answers to intractable problems. The shared vocabulary and the concepts and principles the language represents are transmitted to practitioners through professional education. In too many instances in the field of education, the language of the researcher and the language of the teacher are incomprehensible to one another which, for teachers impedes the use of the knowledge that the researchers have produced. Is this the "fault" of teacher educators? Have they not done their job of transmitting the professional knowledge base? Too often, teacher educators who have helped undergraduate prospective teachers to acquire research-based knowledge about effective teaching have been disappointed to see their graduates reject, forget, or simply not use the knowledge they had acquired when they begin to practice. The knowledge is dissipated and replaced by mostly self-learned survival strategy concepts and principles. These survival principles then form the base from which teachers generate strategic knowledge.

Based on our experience with this program, we suggest that it is not the language itself that is incomprehensible, but the context and conditions under which it is usually learned that may be at the heart of the problem. Too often, it is simply not memorable because it is too far removed from the conditions of experience that would make it memorable. Certainly, not all of the knowledge base can or should be transmitted through combined teacher education-teacher induction systems. But we do think that our experience demonstrates that this kind of program, where school and college cooperate to provide important learnings for new teachers as well as support for using that knowledge as it helps them to answer the questions that beginning teachers have, helps fledgling professionals in our field not only acquire, but also to use, hold on to, and then build their strategic knowledge upon a sounder base than self-generated survival strategies. The knowledge base transmitted to teachers in this way can become their base for survival - and then the base for their continuing professional development. Knowledge of powerful concepts and principles learned in the context of this kind of program takes on a rich, extended meaning that makes it memorable and adds to its power.

We expected that experienced teachers would value the mentoring experience and learn and grow from it. Research and experience with similar programs elsewhere indicated that they would. The program design attended to the selection and training/support system for these teachers as well as incentives for their participation; all things that the research had indicated would be important factors in the success of the program for them as well as for their interns. The planning committee that designed the program debated long and hard over requiring experienced teachers to engage in credit-bearing experiences to help them acquire knowledge and skills that would make their experience of teaching more available to new teachers. Based on our experience, not too many experienced teachers would want to remain in mentoring without that support. The only problem with the mentor training, from the mentors' perspectives, was that there was not enough of it. All of them not only wanted more, they wanted more university credit for it. We did not expect that.

We had real questions about how experienced teachers would react to, integrate, and use the research-based knowledge of the program in both their own teaching and in mentoring. We wondered if it would be "new" to them or "insult" their knowledge gained over the years. Our experience indicates that they found this knowledge useful not only to their mentoring, but also, in most cases, to their own continuing development as classroom teachers. For many, it was new knowledge in that it had been generated after their formal teacher education had been completed. Most importantly, however, all of them used this knowledge and the opportunity of the program to "take a second look" at their own teaching. In order to help new teachers, they had to "break down" what is was they did in teaching situations, reflect on it, and "repackage" it for their newer colleagues. They found the research-based knowledge of the program very helpful in this respect and valued it for that. For most of them, the knowledge also functioned as a powerful reinforcement of their beliefs and practices, and that improved their confidence as teachers and helped them to feel a part of a larger community of teaching.

In retrospect, we should not have had any hesitation. Developing this sort of program or, for that matter, any kind of program that puts teachers into a new role in the school without providing them with all of the relevant knowledge is not only unfair to them, it assumes that experienced teachers are as good as they are going to get. Our experience with this program demonstrates that very good, even the best, of teachers can get even better.

We expected and did our best with this program to help new teachers develop a sense of professional collegiality with their more experienced peers. There is research that tells us that heightened collegiality not only makes life in schools better for teachers, it also has important consequences in the enhanced learning of children. The program design took this into account. We assumed that, in time, and combined with other changes in schools that seem somewhat likely to come about, that that colleagueship would spread. We did not really expect that the colleagueship established by the program would spill over to other members of the teaching staff, but we hoped it would. There are some strong indications that it did, especially where close to one-third of the staff of a school was involved in the program in some way. Not only did other members of the staff become more sharing and cooperative, there are also indications that they picked up some of the language, concepts, and principles of the program as well as some of the processes established with the interns for looking at their own teaching. To what extent this happens, we cannot accurately say: the data we have are not good enough. But we know that it happens and believe that that is good. Future implementation of this program itself, and the development of similar vehicles ought to be alert to this possiblity, encourage it where possible, and document what was done and what happens as a result to shed more light on this phenomenon.

Three years ago, we set out to develop a program targetted to meet the needs of beginning elementary teachers in an urban context who did not possess the education background that would qualify them for teaching credentials. We expected, through the program, to be able to help them to acquire knowledge that they needed to function in the classroom as well as university credits to enable them to obtain credentials and get "on-track" in established professional education. We did not, at that time, expect that the same program, with some modifications, would be of as much value to beginning teachers in a very different context; teachers who possessed initial credentials based on prior teacher education, and who were teaching at secondary as well as elementary levels. The fact that the program was successful, useful, and valued in both situations by administrators as well as participants, speaks to the importance of the key elements of the program. Most importantly, it underscores the power of school/college collaboration in program design and program implementation.

We expected that it would not be easy to establish this program. It wasn't. It involved new roles and relationships in schools and college and between schools and college. These had to be developed within and relate to a larger political and regulatory context that was rapidly shifting in the sea of education reform. B. Othanel Smith, in *Teachers for the Real World* referred to change in teacher education as being like "changing the tire on a moving vehicle." We now know, from experience, what that means. The program also had to work within two separate large, complex, bureaucratic systems. Most of the concerns of program participants, school administrators, and college faculty and administrators, whether they were resolved issues or unresolved issues had to do with one of these three factors: the establishment of new roles, the political and regulatory context of the project, and the bureaucratic systems in which it was embedded.

The project was most successful in dealing with issues for participants surrounding the establishment of new roles. For participants, these issues were resolved by experiencing the program. The concerns themselves were similar to the concerns of any persons entering into a new venture. They could only be resolved by testing the waters.

The response to bureaucracy was, in some respects, to build a bureaucracy within the bureaucracy. The ultimate success of this strategy remains to be seen, but for the time period covered in this report, it resulted in aggravation for mentors and interns, college project staff and college administrators, and for school administrators in the urban location. The past experience and familiarity of these individuals with the unresponsiveness of bureaucracies probably went a long way in helping them to shrug off or deal with these concerns in a most good-natured manner. All of them seemed to take a "what can you expect" attitude and while not particularly liking it, were able to accept it. We do not believe that these issues are resolved yet. Further work needs to be done.

That the program was implemented in the first place speaks to the importance of flexibility in teacher education programs. If we had not been able to respond to the shifts in political and regulatory contexts by making adjustments to the key elements of the program, it would not have been demonstrated at all. This underscores, again, the importance of collaborative planning for policy matters. The extent to which this program will continue to grow and develop in the future and the extent to which similar school-college ventures can be mounted at all seems to be highly dependent on continuing knowledge about, analysis of and, most of all, the ability to quickly respond to these considerations. We believe that the outcomes for both new and experienced teachers as well as for the profession, make the difficult tasks of establishing these programs worthwhile.

Appendices

Data Collection Instruments and Forms

DATA COLLECTION -- INTERN

Name: (Optional - First Name) ____________________

School ____________________ Grade Assignment: __________

No. of months teaching: _____ No. of months teaching in present assignment: _____

Other teaching experiences: __________

Where	When	How long?	Assignment

EDUCATION

Teaching License(s) currently held: ____________________

Degree	Date	Major	Minor	Name of college/university

Undergraduate Education Courses Taken:

Title	Dates

Inservice Education Courses/Workshops/Training:

Title	Dates	Sponsor	Place

Graduate Courses Taken:

Title	Dates	College

Please complete the following sentences:

As a beginning teacher, my primary concerns are

I would like to receive help in

List the kinds of experiences you feel would help you the most:

DATA COLLECTION--MENTOR

Name: ________________________ S.S.# ________________

Home Address: ____

Home Tel. No.: _______________________________________

School District: __________ School Tel. No.: ____________________

School Address: ______________________________________

Superintendent: ________________ Principal: ________________

Present Teaching Assignment: ______________________ How Long? ______

____

No. of years teaching: ______________

Grade levels: ____

No. of schools taught in: _____________________________

No. of years in present school: ________

Curriculum area strength(s): __________________________

Extra curricular activities: __________________________

Special interests/talents: ____________________________

Out-of-classroom positions held: ______________________

No. of first-year teachers: _____ Grade Level placement(s): __________

EDUCATION

Teaching Licenses currently held: ______________________

Degree	Date	Major	Name of college/university

Additional Courses, workshops and training: ______________________

Academic honors: ______________________

Grants received: ______________________

STAFF/CURRICULUM DEVELOPMENT EXPERIENCE

Prepared and delivered workshops:

What	Where	When	To Whom

Curriculum development:

Area	Grade Level	When	For Whom

Publications:

Type	When	For Whom

Degree you are preparing for presently: ______________________

Other courses (Spring '87): ______________________________

____

____

Name: Chapter Chairman (school): ______________________________

Chapter Leader (district): ______________________________

	M	T	W	Th	Fri
Prep. Periods:					
Other Open Time:					
Lunch Hour					
School Half Days:					
School Holidays:					

If you do not share a common prep with intern from your school, could a common prep be arranged?

Is your school open after school?

Day(s) Time

From ________ to _______

As a mentor teacher you will be required to fulfill 3 roles for the intern as: facilitator, supporter, and expert.

Please write a clear, concise statement in one page or less describing your qualifications to serve in this role.

Conference with the intern to find out:

a) At this point in time, what are the intern's major concerns?

b) In what area would the intern like some help--now?

c) What part of the day seems to be most problematic for the intern?

d) How does the intern feel you can best assist him/her?

e) What time schedule appears to be most convenient for both of you to work out a professional development program?

DATE:________

TIME:____TO____

NAME:________________

MENTOR'S NAME:____________

INTERN JOURNAL

Purpose of Meeting	Place	Description of Events*	Outcome Statement	Next Step Planned

---

Your reflections/impressions/concerns/AHAs of the meeting.

*Event means anything you were working on with the mentor during this particular meeting.

DATE: ________

TIME: ____ TO ____

NAME: ________________

INTERN'S NAME: ____________

MENTOR JOURNAL

Purpose of Meeting	Place	Description of Events*	Outcome Statement	Next Step Planned

Your reflections/impressions/concerns/AHAs of the meeting.

---

*Event means anything you were working on with the intern during this particular meeting.

BARUCH OERI MENTOR-INTERN PROJECT

THE CRITICAL INCIDENT

Critical Events are the parts of your professional experiences which have particular importance and meaning to you. Such events frequently evoke feelings and thoughts which are formulated into personal theories that guide subsequent actions or they are events that lead to significant insights, understandings, or changes in the way you feel about your development or your professional skills.

We are interested in knowing about critical incidents that you may have experienced during the mentor training. In addition to identifying the critical incident (see Part I described below), we are very interested in your reflections and impressions about this critical incident (see Part II described below).

You may experience a number of these critical incidents and forms are provided for you to record them. Near the end of the training, when you have had time to consider all of your incidents, we would like you to give us the two you feel are most critical or most important.

To give you an idea of how to record a critical incident, we have supplied an example.

An Example of a Critical Incident:

Part I: Describe objectively what has occurred in the mentor training coursework that was the context for the event.

Such a narration might look like this:

> "Based on my reading and your comments about the advance organizer model, I suggested to [ ] that she use the advance organizer model as an approach for preparing her students to read. Together we examined a story that the students would read and we wrote an advance organizer that included these two components: (1) supplying relevant concepts within a definitional framework (knowledge), and (2) supplying a context for processing the main ideas (structure). We wrote it for the first segment of the fourth grade story, "The Raccoon and Mrs. McGinnis." As we started to discuss the components that make up an advance organizer, [ ] commented that she already uses an advance organizer."

Checklist for Description of an Event

1. The description relates an experience that occurred while I was functioning as a mentor.

2. The description provides an adequate account of the context in which the event occurred (designing an advance organizer for a reading selection).

3. The description is objective; no evaluations or impressions are included.

Part II: Evaluate the event that you described. The evaluation should contain your judgments, reflections, feelings, and thoughts about the incident that you related in Part I.

Evaluate statements that relate to the information provided might look like this:

> "My immediate reactions to her statement that she already uses advance organizers were surprise and disbelief. However, I asked her to explain further--an interesting reaction because I have never been the kind of person to doubt another person. [I really like this change.] As she explained to me her interpretation of the basal reading approach, I was amazed because she mentioned a type of advance organizer that I was not aware of. And I wondered if other mentors were aware of this type of advance organizer. So, tomorrow when I go to seminar, I am going to bring up this point.
>
> Most importantly, I discovered also that there are some things I can learn from my intern. That had not occurred to me. Frankly, I guess I am still somewhat insecure and feel that I must show that I know all the answers. Oh well, recognizing this as a need is one step - I hope."

Checklist for Judgment Statements:

1. I commented on the incident that I described in Part I.
2. I shared my thoughts, reflections and impressions about the event.

Please keep this structure and these checklists in mind as you fill out the enclosed sheet, The Critical Incident Report.

CRITICAL INCIDENT REPORT FORM

Name ______________________________ School ______________________________

Date ________________________

Directions: Describe an incident which had significant impact on your growth as a professional. Please follow the two column structure that is detailed below. If you are unsure about where to write your information, please go back and consult the checklists that are described in the instructions.

Part 1. Describe an incident that occurred in the mentor training coursework or in working with your beginning intern.	Part 2: Write evaluation statements that express your judgments, feelings, thoughts, and conclusions about the incident you described in Part 1.

For More Space See the Next Page

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Intern Name:_______________________________________

Date:________________

SELF EVALUATION OF CLASSROOM ORGANIZATION AND MANAGEMENT *

1. Reevaluate Your Room Arrangement
   a. Does congestion frequently occur in certain areas of the room, such as at the pencil sharpener, materials center, small group areas, or your desk?
      Notes____
      ____
      Conclusion____
   b. Can you and your students move around the room easily, or are traffic lanes blocked by desks, other furniture, or equipment?
      Notes____
      ____
      Conclusion____
   c. Do students at the small-group area or at centers distract nearby students from their seatwork?
      Notes____
      ____
      Conclusion____
   d. Can you see all students from any place in the room at which you instruct or work?
      Notes____
      ____
      Conclusion____
   e. During your presentations, can students see the overhead projector or screen and the main chalkboard areas without turning around or moving from their chairs or desks?
      Notes____
      ____
      Conclusion____
   f. Are students who frequently need your attention or assistance seated where you can easily monitor and reach them?
      Notes____
      ____
      Conclusion____
   g. Do some students frequently bother others who sit near them?
      Notes____
      ____
      Conclusion____

Areas for Further Investigation/Work/Change

____

____

____

2. Review Your Rules and Procedures for Student Conduct

a. Have you stopped enforcing one or more of your rules?
Notes
Conclusion

b. Are your major class procedures, such as those governing student talk, raising hands, movement around the room, use of equipment and supplies, being followed without constant prompting and reminders?
Notes
Conclusion

c. Are some student behaviors occuring that are clearly undesirable, but that are not covered under your current rules or procedures?
Notes
Conclusion

d. Do you find yourself giving the same directions repeatedly for some common procedure?
Notes
Conclusion

e. Are you spending as much time going over directions and procedures now as at the beginning of the year?
Notes
Conclusion

Areas for Further Investigation/Work/Change

3. Review Your Major Accountability Procedures

a. Do many of your students fail to complete assignments or not turn them in at all?

Notes____

Conclusion____

b. Is much student work messy to the point of being illegible?

Notes____

Conclusion____

c. Are students completing work on time, or do you find yourself giving extensions more and more frequently?

Notes____

Conclusion____

d. Do students sometimes claim that they did'nt know an assignment was due or what its requirements were?

Notes____

Conclusion____

e. After grades are given on report cards, do students frequently complain that they do not understand why they received particular grades?

Notes____

Conclusion____

Areas for Further Investigation/Work/Change

____

____

____

4. List the Consequences for Appropriate and Inappropriate Behavior, and Review How Frequently They are Used and How Effective They Are

a. Do you reward good student behavior, including effort, in a variety of ways ?
Notes ____________________
____
Conclusion ____________________

b. Are your rewards still attractive to students, or have they tired of them?
Notes ____________________
____
Conclusion ____________________

c. Do you find yourself assessing penalties more and more often and rewarding students less than you previously did?
Notes ____________________
____
Conclusion ____________________

d. Are you warning and threatening students frequently and do you fail to follow through when students continue to misbehave?
Notes ____________________
____
Conclusion ____________________

e. Have your penalties lost their deterrent value through overuse?
Notes ____________________
____
Conclusion ____________________

f. Does administering your reward or penalty system take too much time and effort?
Notes ____________________
____
Conclusion ____________________

Areas for Further Investigation/Work/Change
____
____
____

5. Consider Whether You Are Detecting Misbehavior in its Early Stages and Preventing Little Problems from Developing into Big Ones

a. Do you tend to notice misbehavior only after it involves several students?

Notes

Conclusion

b. When you work with students in groups or individually at your desk, does noise, disruption, or widespread work avoidance occur?

Notes

Conclusion

c. Do you sometimes have the feeling that some students are misbehaving simply to gain your attention?

Notes

Conclusion

d. Are there times when so much inappropriate behavior occurs at once that you don't have any idea what to do?

Notes

Conclusion

e. Do you sometimes discover that students have hardly begun classwork assignments when they should actually be through with them?

Notes

Conclusion

Areas for Further Investigation/Work/Change

6. Consider Ways to Improve the Management of Your Instructional Activities

a. Do students frequently seem confused about work requirements, and do they fail to follow directions, even after you have explained them or listed them on the board?

Notes____

____

Conclusion___________________________________

b. Do you often discover that students have not understood your presentations and that they therefore cannot complete assignments correctly?

Notes____

____

Conclusion___________________________________

c. Are transitions from one activity to another taking a long time?

Notes____

____

Conclusion___________________________________

d. Are some students not ready for instruction when a new activity begins?

Notes____

____

Conclusion___________________________________

e. Is there widespread misbehavior during transitions?

Notes____

____

Conclusion___________________________________

f. Do you have students with learning problems who seem to require more assistance than you are giving them?

Notes____

____

Conclusion___________________________________

g. Is there a constant demand for free-time materials and activities in your class?

Notes____

____

Conclusion___________________________________

h. Is the performance of many of your students well below grade level in basic skill areas?

Notes____

____

Conclusion___________________________________

i. Are some of your students so fast at finishing classwork that they get bored or bother others?

Notes____

____

Conclusion___________________________________

6. (continued)

j. Do you find that a relatively small group of students monopolize class discussions?
Notes____
Conclusion____

k. Are a few of your students so far behind the class that you have just given up on them?
Notes____
Conclusion____

Areas for Further Investigation/Work/Change

SUMMARY NOTES

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* adapted from: Evertson, C. et al, Classroom Management for Elementary Teachers, Englewood Cliffs: NJ, Prentice-Hall, Inc., 1984

PLANNING DECISIONS

Indicate the sequence/order you use when planning for teaching. Write 1 to indicate which of the categories below comes to mind first; 2 to indicate the second thought and so on--to 8.

	Daily Planning	Weekly Planning	Unit Planning	Term Planning	Yearly Planning
Objectives					
Content					
Activities					
Materials					
Diagnosis					
Evaluation					
Instruction					
Organization					

TIME CAPSULE

Your name ______________________________

The date ______________________________

What are your beliefs about the value of teacher praise in the classroom?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Module I. Summary of Concepts and Principles

A. Classroom Management

1. Physical Arrangements in Classroom

(See Evertson Handout)

COMMENTS

2. Rule Explication and Monitoring

Specifies a rule	Does not specify when rule is needed
Clarifies a rule	Does not clarify a rule
Practices rule	
Reprimands rule infraction	Does not correct rule infraction

COMMENTS

3. *Withitness, Desist, Overlapping*

Stops deviant behavior	Does not stop deviancy/deviancy spreads
Corrects worse deviancy	Corrects lesser
Desists student causing disruption	Desists onlooker or wrong student
Suggests alternative behavior	*Uses rough, angry, punitive desists*
	Uses approval-focused desist
Attends task and deviancy simultaneously	Ignores deviancy & continues task OR ignores task and treats deviancy
Attends to two instructional tasks simultaneously	*Ignores other students needing help* or drops task or engages in intrusion

COMMENTS

4. Group Alert

Poses question-selects reciter	Selects reciter-poses question
Alerts class-calls on reciter	Alerts class - unison response
Alerts non-performers	Ignores non-performers

COMMENTS

5. Movement smoothness/slowdown

Ignores irrelevancies/continues on task	Reacts to or interjects irrelevancies or flip-flops or dangles
Gives short, clear non-academic directions	Overdwells or fagments non-academic directions
Moves whole/subgroup	Fragments group movement

COMMENTS

6. Praise

~~Praises specific conduct~~	~~Uses general conduct praise~~
Praises non-deviant, on-task behavior	
Gives low-key, quiet praise	Uses loud praise
Uses conditional praise	
Uses authentic, varied, warm praise	
Controls class reaction to misconduct	Allows class to reinforce misconduct

COMMENTS

7. Distraction Coping Techniques

~~Deals quickly with distraction~~	Takes too long dealing with distraction
Maintains flow of instruction	Instruction gets sidetracked
Eliminates distraction	~~Distraction continues or is~~ exacerbated

~~COMMENTS~~

b. Instructional Organization

8. Use of Time

Begins classwork promptly	Delays starting lesson
Provides activities and attends students	Delays new topic or activity/ students wait for instruction or teacher assistance
Has materials in order/ minimal time spent in passing out papers, etc.	Searches for or does not have handouts/ materials/equipment in order - disorganized

COMMENTS

9. Review/Summary

Conducts lesson-initiating review
Conducts topic summary within lesson
Conducts review at end of lesson
COMMENTS

10. Lesson Development

Orients students to classwork/specifies purposes of activities	
Indicates change of topic or activity	
Talks on subject matter	Talks or questions off-subject
Questions student comprehension Low order questions High order questions	Extends talk or changes topic without comprehension check
Provides independent/choral/unison practice	
Pauses before soliciting answers to complex questions	Solicits immediate response to complex questions

COMMENTS

11. Homework/Seatwork

Gives homework/seatwork directions and due date	Assigns homework/seatwork without directions/due date
Checks comprehension of directions	Directs students to start without checking comprehension
Circulates & assists students	Remains at dest - inadequate circulation/assistance
Checks errors or gives feedback on homework/seatwork	Does not give feedback on homework/seatwork
Gives 80-90% success rate work	

COMMENTS

Summary Comments: What's well in hand? Where do you want to spend your efforts?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP PROJECT

Intern Name: ____
Date: ____________________

Self Description and Reevaluation of Group Management in Reading

1. Describe your grouping for reading.

Example:

Number of Children	Reading Grade Level
3	1^1
3	1^2
4	2^1
5	2^2
10	3^1
4	3^2
3	4
2	

Which based reader(s) do you use? Level __________
Why? ____
How do you meet the needs of all students? ______________________
____

2. Outline your reading schedule for the week.

Example:

Monday	Group A	Group B
5"	Introduction of today's lesson and what you expect of Ss	
20"-30"	Teacher-directed lesson	Independent work
20"-30"	Independent work	Teacher-directed lesson
10"	Whole class sharing and record keeping	

Your Outline

Why do you think this schedule and grouping patttern is working/not working?

3. Using one story from the Holt stories, write down the activities you selected to teach the "whole" group and the activities that you selected for independent activities for a 2-day time span. Ask yourself if the activites were appropriate to the needs and reading level of each student. Did the activites match the purpose of your lesson?

a) When and how did you correct/check student's work?

b) Describe or show the record-keeping system the students use to keep track of their own progress as well as your own record-keeping system.

4. Describe the activity you used to end each reading period.

5. Evaluate your successes in grouping for reading for these two days.

6. Go back to Professor Kay's self evaluation check list. See pg. 6. Rethink! (See next page)

6. Consider Ways to Improve the Management of Your Instructional Activities

a. Did students frequently seem confused about work requirements, and did they fail to follow directions, even after you have explained them or listed them on the board?

Notes____

Conclusion____

b. Did you discover that students have not understood your presentations and that they therefore were not able to complete assignments correctly?

Notes____

Conclusion____

c. Were transitions from one activity to another taking too long ? Why ?

Notes____

Conclusion____

d. Were some students not ready for instruction when a new activity began? Why ?

Notes____

Conclusion____

e. Was there widespread misbehavior during transitions?

Notes____

Conclusion____

f. Did you have students with learning problems who seemed to require more assistance than you were giving them?

Notes____

Conclusion____

g. Was there a constant demand for more-to-do materials and activities during the period?

Notes____

Conclusion____

h. Was the performance of many of your students satisfactory in terms of achievement?

Notes____

Conclusion____

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Department of Education
Anne Sabatini, Instructor

Here is a list of possible topics/areas/techniques that you may have worked on this school year with your mentor/intern.

Please
1) Read the list of possible topics.
2) Generate your own list of "things" worked on with your mentor/intern.
3)

(1) Possible Topics . . .	(2) Your List of Topics . . .
Getting books, supplies...	
Room arrangement	
Bulletin board displays	
Lesson planning	
Scheduling the day	
Routines	
Seating plan	
Class rules	
Procedures	
Teaching rules/procedures/routines	
Starting the day	
Ending the day	
Learning Centers	
Reading comprehension	
Phonics	
Math-problem solving	
Penmanship	
Questioning	
Independent activities	
Teaching independent activities	
Grouping	
Homework assignments	
Making transitions from one activity to next	
Discipline	
Pacing of lessons	
Getting students attention	
Teacher's voice	
Teacher-made games, charts	
Time management	
Test-taking skills	
ESL techniques	

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Conferencing Components

Step 1. Start with a clear statement of purpose.	Step 2. Engage the intern in a dialogue that is related to the purpose. -Description -Analysis -Planning
Step 3. Agree on plans for a specific next step(s).	Step 4. Summarize what has been accomplished.

VIDEO

1. What was the purpose of the conference?

2. What did the intern feel she could do by herself in September?

3. What did the intern feel she would like more help with in September?

4. What did both agree to as a next step(s)?

5. What gifts of collegiality were exchanged?

BARUCH-OERI MENTOR/INTERN PROGRAM

INSTRUCTIONS FOR CLASSROOM OBSERVATIONS

The Baruch-OERI Mentor-Intern Training Program uses the research on effective teaching as the knowledge base for its training. It incorporates some of the effective training behaviors identified into its assessment and evaluation of the intern's progress and development. Using the Florida Performance Measurement System as a model, we have identified certain key teaching concepts and their specific indicators (observable teacher behaviors) that we feel are appropriate measures of the development of a beginning teacher or intern.

Three key teaching areas are targeted in the observations being requested: the intern's performance in presenting an academic rule, in managing student conduct and performance in organizing and implementing a unit of instruction. The forms for assessing the intern's performance contain specific target behaviors the observers should look for during the observation. Each target behavior should be rated as either observed, observed and clearly presented (the observer's judgment that the intern emphasized, stressed, clearly demonstrated, or clearly evidenced the teaching behavior or activity), or observed, clearly presented and effective (the observer's judgment that the behavior had a positive or salutary effect on the students -- either directly or through the momentum and cohesion it gave to the lesson or unit).

The interns will have been exposed to information and research concerning these behaviors and can be expected at this point to incorporate them to some degree into their teaching behaviors. A not applicable category is included; we suspect, however, that the respective indicators will be ratable for virtually all lessons.

Interns can and probably should be notified when an observation will take place.They should know what the observer is looking for.Thus, interns can prepare materials or units for the observation, if they wish.

We would appreciate copies of scripted records, narrative reports, or comments that observers develop for these observations -- if such copies can be made available. We would also appreciate it if observers would return with the forms whatever comments they feel are necessary to annotate or clarify their ratings or the circumstances of the observation.

If there are any questions, please call Anne Sabatini at (212) 725-4437.

BARUCH - OERI MENTOR/INTERN PROGRAM

Intern's Managing Student Conduct

This form is used to assess the intern's performance in managing student conduct. It addresses selected indicators of how the intern desisted misbehavior during a lesson using withitness, overlapping, group alert, movement smoothness/slowdown, praise, and distraction coping techniques. Observers should familiarize themselves with the target behaviors (over) prior to the observation and complete this form immediately following the observation. The form can be used for observations specifically scheduled to look at these behaviors; it can also be used to assess these behaviors when the observation is being conducted for some other purpose.

Identification data

Date ______________

Intern's Name ______________________

Class ______________

School ______________________

Subject ______________

Observer's Name ______________________

INDICATORS	RATING				
	Observed	Observed and clearly presented	Observed, clearly presented, and *effective*	NA	Do not use
A. [WITHITNESS] 1. Stops deviant behavior.					
2. Corrects worse deviancy.					
3. Desists student causing behavior.					
4. Suggests alternative behavior.					
B. [OVERLAPPING] 5. Attends task and deviancy simultaneously.					
6. Attends to two instructional task simultaneously.					

	Observed	Observed and clearly presented	Observed, clearly presented, and effective	NA	Do not use
C. [GROUP ALERT]					
7. Poses question - selects reciter.					
8. Alerts class - calls on reciter.					
9. Alerts non-performers.					
D. [MOVEMENT SMOOTHNESS/SLOWDOWN]					
10. Ignores irrelevancies/continues on task.					
11. Gives short, clear non-academic directions.					
12. Moves whole/subgroup.					
E. [PRAISE]					
13. Praises specific content.					
14. Praises non-deviant, on-task behavior.					
15. Gives low-key, quiet praise.					
~~16. Uses conditional praise~~.					
17. Uses authentic, varied, warm praise.					
18. Controls class reaction to misconduct.					
F. [DISTRACTION COPING TECHNIQUES]					
19. Deals quickly with outside distraction.					
~~20. Maintains flow of instruction~~.					
21. Eliminates distraction.					

BARUCH - OERI MENTOR/INTERN PROGRAM

Intern's **Presentation of Subject Matter**

This form is to be used to assess the intern's performance in presenting an academic rule. Students are more likely to learn rules best when rule circumstances are described and rule practice is provided. Observers should familiarize themselves with the target behaviors (over) prior to the observation and complete this form immediately following the observation. The form can be used for observations specifically scheduled to look at these behaviors; it can also be used to assess these behaviors when the observation is being conducted for some other purpose.

Identification data

Date ______________

Intern's Name ________________________ Class ______________

School ________________________ Subject ______________

Observer's Name ________________________

INDICATORS	RATING				
	Observed	Observed and clearly presented	Observed, clearly presented, and effective	NA[1]	Do not use
A. [PRESENTS AN ACADEMIC RULE] 1. Describes a rule-governing situation.					
2. Provides practice for the rule.					

---

[1] Not applicable. Rating category is not appropriate for this type of lesson.

Description of behaviors to be rated in assessing intern's performance in presenting an academic rule:

1. *Describes a rule-governing situation*: Intern states, describes, and/or analyzes the kind of circumstances to which a rule is applicable.
2. *Provides practice for the rule*: Intern gives a number of practice situations to help students learn to apply the rule.

BARUCH-OERI MENTOR/INTERN PROGRAM

Intern's **Instructional Organization and Development**

This form is to be used to assess the intern's organization and implementation of unit of instruction. It addresses selected indicators of how the intern used time, reviewed subject matter, and managed seatwork or homework. Observers should familiarize themselves with the target behaviors (over) prior to the observation and complete this form immediately following the observation. The form can be used for observations specifically scheduled to look at these behaviors; it can also be used to assess these behaviors when the observation is being conducted for some other purpose.

Identification data

Date ____________________

Intern's Name ____________________

Class ____________________

School ____________________

Subject ____________________

Observer's Name ____________________

INDICATORS	RATING				
	Observed	Observed and clearly presented	Observed, clearly presented and effective	NA[1]	Do not use
A. [USE OF TIME]					
1. Begins work promptly.					
2. Has materials in order.					
3. Avoids wait-time.					
B. [SUBJECT MATTER REVIEW]					
4. Conducts lesson-initiating review.					
5. Recaps during the lesson.					
6. Conducts lesson-end review.					
C. [MANAGEMENT OF SEATWORK, HOMEWORK, AND PRACTICE]					
7. Provides clear instructions.					
8. Checks comprehension of instructions					
9. Circulates and assists.					
10. Checks errors and gives feedback.					

[1] Not applicable. Rating category is not appropriate for this type of lesson

Descriptions of behaviors to be rated in assessing intern's performance in organizing and implementing a lesson or a unit of instruction:

1. Begins work promptly: Intern is punctual and begins work promptly.
2. Has materials in orders: Intern has routinized activities such as passing out papers, moving to get materials prepared, procedures worked out and has everything in order.
3. Avoids wait-time: Intern has organized the unit to keep the lesson moving; provides structure for those students who finish early, thereby eliminating the necessity for students to wait for teacher approval.
4. Conducts lesson-initiating reviews: Intern starts the beginning of a lesson or unit by reviewing or rehearsing the previous lesson or involves the students in doing so.
5. Recaps during the lesson: Intern conducts a topic summary within the lesson; i.e., provides a condensation of recap of the significant points of the preceding material before moving on to a new part of the lesson or unit.
6. Conducts lesson-end review: Intern restates the important points of the lesson at the end of the lesson or unit.
7. Provides clear instructions: Intern gives clear instructions for independent seatwork, homework or practice that explicate what it is the students are to do.
8. Checks comprehension of instructions: Intern ascertains whether or not students understand what they are to do in their seatwork, homework, or practice.
9. Circulates and assists: Intern is mobile; teacher circulates about the room and assists student who have not fully understand or otherwise are having difficulty. (Applicable only to seatwork and practice assignments.)
10. Checks errors and gives feedback: Intern monitors the work by checking errors, giving corrective feedback, or by grading the seatwork, homework, or practice, or all of these, thereby holding the students accountable.

Descriptions of behaviors to be rated in assessing intern's performance in managing student conduct:

1. Stops deviant behavior. Teacher stops misbehavior before it spreads to other students or becomes more serious.

2. Corrects worse deviancy. Teacher stops the major disruption when two or more deviancies occur simultaneouly.

3. Desists student causing behavior. Teacher stops the student who caused the disruption, not bystander.

4. Suggests alternate behavior. Teacher suggests different behavior to direct a student from deviant behavior.

5. Attends task and deviancy simultaneously. Teacher takes care of a task and disruption at the same time without disrupting the lesson.

6. Attends to two instructional tasks simultaneously. Teacher attends to two tasks at the same time without upsetting either one.

7. Poses question - selects reciter. Teacher asks a question before calling on a student.

8. Alerts class - calls on reciter. Teacher alerts all students to think about a question, then calls on a student.

9. Alerts non-performers. Teacher cautions students who do not participate that they may be called on anytime.

10. Ignores irrelevancies/continues on task. Teacher ignores minor distractions and moves the lesson forward.

11. Gives short, clear non-academic directions. Teachers avoid long, drawnout directions.

12. Moves whole/subgroup. Teacher executes whole and small group activities appropriate to lesson objectives and learner needs.

13. Praises specific content. Teacher praises student for good work in specific, not general, terms.

14. Praises non-deviant, on-task behavior. Teacher praises a student for good conduct/work when another student is disruptive.

15. Gives low-key, quiet praise. Teacher praise is almost unnoticeable by others.

16. Uses conditional praise. Student receives praise only when he/she fulfills a prior obligation.

17. Uses authentic, varied, warm praise.

18. Controls class reaction to misconduct. Teacher behavior that reduces group approval of disruptive conduct.

19. Distraction refers to outside of the classroom intrusions such as an announcement
20. over the PA.
21.

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Intern Interview Schedule

Intern: ______________________________

Interviewer: ______________________________

Date: ______________________________

NOTES:

Question 1: What do you feel the internship has contributed to your development as a teacher?

(For Valley Stream, separate out Baruch program)

1a. Can you identify some of the ways your teaching may have been changed?

1b. In what ways has the internship affected/changed your thinking about your capabilities as a teacher?

1c. Of how much value to you was this program?

Question 2: There was a lot of content and information (about schooling, teaching, & learning) covered in the program. Of the content and information covered, what parts do you remember particularly well (vividly)?

2a. What do you think it is about this particular material that made it stay with you?

2b. Did you find that you used much of this information in your class or in thinking about your teaching? What percentage? (...in conversation or in thinking through a problem)

Question 3: The content and information for the program came from a number of sources, in several settings, through different learning activities. We need to know what you feel were the more effective means for providing this content.

Transmittal Effectiveness Survey - probe and clarify

3a. What determined for you whether some particular knowledge was used?
(Immediate application, new viewpoint or insight, confirms or refutes one's experience)

3b. How does "college" and "field" experience contribute to what is remembered?

3c. Which instructional activities should be
increased, *reduced,* *eliminated?*

Question 4: In what ways have the expectations you had about the program been fulfilled? In what ways did it differ from your expectations?

4a. Thinking back, what was the principal expectation or objective that attracted you to the program?

4b. From your viewpoint, what should be the goals of the Baruch program?

4c. Has the program changed in any way the things you find satisfying in your work?

4d. Which aspects of the program did you like the most?

4e. What, if anything, has the Baruch program done for you that other staff development or inservice programs have not?

Question 5: How do you feel the Baruch program will affect your work (as a teacher) over the next (say) three years?

5a. Was the training long/sufficient enough?

Question 6: In what ways did you and your mentor have to adjust to each other? (Personalities/approaches/styles/temperaments/thinking patterns ... not schedules)

6a. How did your relationship change oiver the period of the internship?

6b. How important is it to have a good "match" between mentor and intern?

6c. In your view, what makes a good match?

6d. How can program directors/instructors/evaluators promote good relationships between intern and mentor? Or should they not get involved?

Question 7: What impact has the mentoring had on your school, your work, and relationships with supervisors and teaching colleagues?
Impact on your feelings about your professional status within the school?
(For Valley Stream only) To what extent, if any, did the Baruch program contribute to that?

7a. In what ways do supervisors in your school support the intern-mentor program? (Separate Baruch program from other existing programs in these questions if possible)

7b. Do colleagues at your school support the program? How?

7c. What kinds of supports are still necessary for this program to be even more successful?

Question 8: What suggestions do you have for improving the Baruch internship program?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Mentor Interview Schedule

Mentor: ____________________

Interviewer: ____________________

Date: ____________________

NOTES:

Question 1: What do you feel the mentor training has contributed to your development as a teacher?

1a. Can you identify some of the ways your teaching may have been changed?

1b. In what ways has mentor training affected/changed your thinking about your capabilities as a teacher?

1c. Of how much value to you was this mentor training?

Question 2: There was a lot of content and information (about schooling, teaching, & learning) covered in the program. Of the content and information covered, what parts do you remember particularly well (vividly)?

2a. What do you think it is about this particular material that made it stay with you?

2b. Did you find that you used much of this information in your class or in working with your intern? What percentage? (...in concerssation or in thinking through a problem)

Question 3: The content and information for the program came from a number of sources, in several settings, through different learning activities. We need to know what you feel were the more effective means for providing this content.

Transmittal Effectiveness Survey - probe and clarify

3a. What determined for you whether some particular knowledge was used? (Immediate application, new viewpoint or insight, confirms or refutes one's experience)

3b. How does "college" and "field" experience contribute to what is remembered?

3c. Which instructional activities should be
increased, reduced, eliminated?

Question 4: In what ways have the expectations you had about mentor training been fulfilled? In what ways did it differ from your expectations?

4a. Thinking back, what was the principal expectation or objective that attracted you to the program?

4b. From your viewpoint, what should be the goals of the mentor training? (Career development / skills enhancement / training of new teachers / staff dev.)

4c. Has the mentor training changed in any way the things you find satisfying in your work?

4d. Which aspects of mentor training did you like the most?

4e. (For Valley Stream only) What, if anything, has Baruch's mentor training done for you that other mentor training has not?

Question 5: How do you feel the mentor training will affect your work (as a teacher or mentor) over the next (say) three years?

5a. If you were to continue to be a mentor, what percent of your time (work week) would you want to devote to it?

5b. What is the biggest satisfaction you get from being a mentor? *(Sense of contribution / career advancement / peer recognition /* professionalism)

5c. Was the training long/sufficient enough?

5d. Are there areas where you feel additional training/support is desirable to *round out fully your preparation as a mentor?*

Question 6: In what ways did you and your intern(s) have to adjust to each other? (Personalities/approaches/styles/temperaments/thinking patterns ... not schedules)

6a. How did your relationship change oiver the period of the internship?

6b. How important is it to have a good "match" between mentor and intern?

6c. In your view, what makes a good match?

6d. How can program directors/evaluations promote good relationships between intern and mentor? Or should they not get involved?

Question 7: What impact has the mentoring had on your school, your work, and relationships with supervisors and teaching colleagues?
Impact on your feelings about your professional status within the school?
(For Valley Stream only) To what extent, if any, did the Baruch program contribute to that?

7a. In what ways do supervisors in your school support the intern-mentor program? (Separate Baruch program from other existing programs in these questions if possible)

7b. Do colleagues at your school support the program? How?

7c. What kinds of supports are still necessary for this program to be even more successful?

Question 8: What suggestions do you have for improving the mentor training?

Question 9: What suggestions do you have for improving the program for interns?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Transmittal Effectiveness Survey

Write H (High), M (Medium), or L (Low) to indicate the effectiveness of each of the following in providing content or learning experiences that were impressionable and meaningful to you during the Baruch Program.

H = High
M = Medium
L = Low

_____ Seminars (class)

_____ Required reading

_____ Conferences (with instructor)

_____ Peer discussion/sharing

_____ Lectures/demonstrations

_____ Instructor

_____ Research articles

_____ Graphics (videos/tables/charts)

_____ Log keeping/Critical Incident Reports

_____ Observations (Intern-Mentor)

_____ Conferences (Intern-Mentor)

_____ Workshops

_____ Growth Plans

_____ Micro teaching/Reflective teaching/Role play

_____ Other (Please specify briefly below)

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Teacher's Name ______________________________

Number of years of teaching experience _____ Numberof years teaching in P.S. 194 ___

Grade ______________

Date and Time of Observation/Visit ______________

Date and Time of Conference/Discussion ____________________________

Objectives/Goals of Lesson Observed:

____

____

____

____

Other general notes regarding context of lesson/discussion:

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
I. EFFECTIVE CLASSROOM MANAGEMENT		
A. Classrom Arrangement		
1. Is there frequent congestion at pencil sharpener, materials centers, small group areas, teacher's desk?		
2. Can students move around the room easily? Are traffic lanes blocked by desks, other furniture, equipment?		
3. Are students at their seats distracted by other students at small group centers or area?		
4. Are all students able to see teacher when she/he is instructing? Can the teacher see all students when she/he is instructing or working?		
5. During presentations, can all students see the overhead projector screen, and main chalkboard areas without turning around or moving from their chairs or seats?		
6. Are the children who need the teacher's frequent attention or assistance sitting where the teacher can easily reach or monitor them?		
7. Are there any students frequently bothering others who sit near them?		

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
B. Classroom Rules		
1. Have they been explained?		
2. Are they clear to the students?		
3. Are they practiced?		
4. What are the positive and negative consequences for compliance and non-compliance?		
C. Effective Coping Strategies for Distractions		
1. (With-it-ness) Does the teacher communicate to students that she/he knows what they are doing at all times?		
Does the teacher stop behavior problems before they get out of control; catch the correct culprit; stop the most serious of two simultaneous misbehaviors first?		
2. (Overlapping) Can the teacher effectively handle two classroom events at the same time without neglecting either? Is the teacher able to maintain the flow of the lesson, hold students accountable for their work, and deal with interruptions simultaneously?		

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
3. (Smoothness) Is the teacher able to move from one activity to another in a smooth manner by:		
Using signals or cues to help students get ready for the transition?		
Definitely ending one activity before moving to another?		
Ignoring misbehaviors which can be handled as effectively after a learning activity so as not to interrupt the lesson?		
4. (Momentum) Does the teacher have a sense of progress or movement throughout a lesson or school day?		
Is the lesson taught at a brisk pace providing continuous academic signals or tasks for students to focus on?		
Is there any behavior that might slow down the lesson or loose students' interest:		
Long, drawn-out directions or explanations,		
Lecturing on student behavior,		
Breaking activities into too-small steps?		

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion

D. Group Focus & Accountability

Does the teacher keep the whole class interested and learning:

Using activities that all students (performing and non-performing) are actively participating;

Holding students accountable for doing their work;

Creating suspense or other high interest techniques for holding students' attention?

E. Praise

Does the teacher:

1. Praise specific conduct?
2. Praise general conduct?
3. Praise non-deviant, on-task behavior?
4. Give low-key quiet praise?
5. Use loud praise?
6. Use authentic, warm, varied praise?
7. Allow class to reinforce misconduct?
8. Control class reaction to misconduct?

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion

II. INSTRUCTIONAL ORGANIZATION

A. Daily Schedules

Does the teacher's schedule for the day:

1. Reflect school guidelines?
2. Include special subjects?
3. Follow the work first-play later principle?
4. Balance learning objectives and activities that maintain student interest?
5. Deal realistically with 'pull-outs?'
6. Address school's scope & sequence?
7. Include a great deal of variety?

B. Types of Activities

What kinds (types) of activities are used during the classroom visit?

1. Content development
2. Seatwork
3. Checking
4. Recitation
5. Discussion
6. Student work in groups
7. Small group instruction

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
C. Lesson Development		
In the lesson observed, does the teacher:		
1. Begin classwork promptly?		
2. Orient students to purpose of activity?		
3. Conduct lesson-initiating review?		
4. Clearly indicate a change of topic or activity?		
5. Talk only on subject matter?		
6. Talk or question off-subject?		
7. Question students' comprehension?		
8. Use low-order questions?		
9. Use high-order questions?		
10. Provide for unison/choral/independent practice?		
11. Pause before soliciting answers to complex questions?		
12. Conduct topic summary within lesson?		
13. Conduct review at end of lesson?		

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion

D. Homework/Seatwork

Does the teacher:

1. Give homework/seatwork directions and due date?
2. Check that students understand directions?
3. Circulate and assist students?
4. Check errors and give feedback on homework/seatwork?
5. Give homework/seatwork assignments of such difficulty that students can experience 80-90% success rate?

E. Grouping

Does the teacher have the cooperation of students and a routine?

1. Has teacher informed students about grouping?
2. Do students know what grouping means?
3. Do students understand why class will be working in groups?
4. Has teacher spoken with students in a positive manner so that she/he has their cooperation?
5. Does teacher begin and end instruction with a whole-class exercise?
6. Has the teacher built up a set of independent activities?
7. Has teacher tried to get patterns going?

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
F. Learning Centers - reflect teacher's management and students' behavior		
1. Does teacher have learning centers or a learning center?		
2. What and where is the learning center?		
3. Is it for a group or individual?		
4. Is it multi-level?		
5. Does it have a choice of activities?		
6. Does it have a self-checking feature?		
7. Is it based on something previously taught?		
8. Has teacher discussed cheating and the fact that they will be tested at the end of a certain time?		
9. Does the center have a purpose?		
10. Does center involve record-keeping and evaluation?		

HOW INTERNS AND MENTORS USED RESEARCH-BASED KNOWLEDGE

CHECK HERE WHETHER YOU ARE AN INTERN ___ OR MENTOR ____

One of the important evaluation questions for this program asks how the research knowledge that is the basis for the program content gets used by interns and mentors in their work. This questionnaire is designed to help us get some answers to that question. On the left you will see some key words or phrases that represent research-based topics that were addressed in the seminars. Please tell us how often you used the concepts and principles related to those key words or phrases by making a check in the appropriate column. At the end of the questionnaire, you will be asked to explain HOW you used some of the concepts/principles, and WHY you did not use any that you checked as not being used.

Key Words/Phrases	NEVER USED	SOMETIMES USED (monthly)	FREQUENTLY USED (weekly)	ALWAYS USED (daily)
Effective Classroom Management				
A. Classroom Arrangement	☐	☐	☐	☐
B. Classroom Rules	☐	☐	☐	☐
C. Distraction Coping Strategies				
1 With-it-ness	☐	☐	☐	☐
2. Overlapping	☐	☐	☐	☐
3. Smoothness	☐	☐	☐	☐
4. Momentum	☐	☐	☐	☐
D. Group Focus/ Accountability	☐	☐	☐	☐
E. Praise	☐	☐	☐	☐
Instructional Organization				
A. Daily Schedules	☐	☐	☐	☐
B. Use of Time	☐	☐	☐	☐
C. Review/Summary	☐	☐	☐	☐
D. Lesson Development	☐	☐	☐	☐

Key Words/Phrases	NEVER USED	SOMETIMES USED (monthly)	FREQUENTLY USED (weekly)	ALWAYS USED (daily)
Instructional Organization (cont.)				
E. Homework/Seatwork	☐	☐	☐	☐
Teaching Strategies				
A. Grouping	☐	☐	☐	☐
B. Learning Centers	☐	☐	☐	☐
C. Writing Process	☐	☐	☐	☐
D. Direct Instruction	☐	☐	☐	☐
E. Indirect Instruction	☐	☐	☐	☐
F. Thematic Planning	☐	☐	☐	☐
G. Moving pupils from lower to higher levels of thinking	☐	☐	☐	☐
H. Evaluating instructional activities in terms of learning outcomes for pupils	☐	☐	☐	☐

Please tell us, as specificially as you can, HOW you used the knowledge *that you acquired in the program. Choose the key words/phrase that represents* the topics that you found MOST useful in your teaching, and explain below HOW you made use of that knowledge.

Most useful:

How?

Now choose the key words/ phrase that represents the knowledge you found LEAST useful and tell us why you did not use those concepts and principles.

Least useful:

Why?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Effects Questionnaire

June, 1988

With this questionnaire, we are attempting to find out how intern teachers have changed, developed, grown as teachers as a result of their participation in the internship program. Below is a set of statements about possible effects. Please read each statement carefully and then rate the extent to which the statement accurately reflects an effect that the program has had for you. We don't expect that all of these things will have occurred for you. Just tell us which ones are true for you and how true they are.

	The Opposite is More True For Me	Not True For Me	Slightly True For Me	Moderately True For Me	Very True For Me
1. I have experienced renewed, increased interest in teaching as a result of the intern/mentor program.	: :	: :	: :	: :	: :
2. I take greater pride in my profession.	: :	: :	: :	: :	: :
3. I am more confident about my teaching.	: :	: :	: :	: :	: :
4. I am more aware of alternative teaching techniques that are possible.	: :	: :	: :	: :	: :
5. I am more familiar with new teaching materials.	: :	: :	: :	: :	: :
6. The program really hasn't done much for me but it's nice to chat informally with other teachers.	: :	: :	: :	: :	: :
7. I feel that I understand my pupils better.	: :	: :	: :	: :	: :
8. I learned and now use a number of new teaching techniques.	: :	: :	: :	: :	: :
9. I have had more opportunities to try out new teaching ideas than I had before the program.	: :	: :	: :	: :	: :

	The Opposite is More True For Me	Not True For Me	Slightly True For Me	Moderately True For Me	Very True For Me
10. Because of my work in the program, I feel I am more able to deal with the demands placed on teachers in this school by the administration.	: :	: :	: :	: :	: :
11. My planning has improved because I know better how to design instructional activities appropriate to my student's levels.	: :	: :	: :	: :	: :
12. I feel that I have a greater say in what happens in my classroom.	: :	: :	: :	: :	: :
13. My teaching, as judged by my supervisor, has improved.	: :	: :	: :	: :	: :
14. My students are definitely learning better as a result of my using ideas or materials picked up in the program.	: :	: :	: :	: :	: :
15. I am making more use in the classroom of materials that I develop myself.	: :	: :	: :	: :	: :
16. Our school's curriculum has improved as a result of increased interaction between the teachers.	: :	: :	: :	: :	: :
17. I have a better understanding of why some teaching techniques work and others don't.	: :	: :	: :	: :	: :
18. I have changed my whole approach to teaching since starting the internship program.	: :	: :	: :	: :	: :
19. I am better able to deal with students who have learning difficulties.	: :	: :	: :	: :	: :
20. I am better informed about how other teachers in my school teach than I was before the program.	: :	: :	: :	: :	: :
21. I just feel better about teaching in this school.	: :	: :	: :	: :	: :

	The Opposite is More True For Me	Not True For Me	Slightly True For Me	Moderately True For Me	Very True For Me
22. I feel that I am more able to deal with teaching problems as they come up.	☐	☐	☐	☐	☐
23. I have a better idea of what I need to do and how to do it to improve my teaching.	☐	☐	☐	☐	☐
24. I can communicate better with my pupils.	☐	☐	☐	☐	☐
25. Since the program was started, I think teachers and administrators in this building work more cooperatively to solve educational problems.	☐	☐	☐	☐	☐
26. I find I am more willing to try out teaching techniques and ideas that are new to me.	☐	☐	☐	☐	☐
27. I am a better observer and analyzer of what is happening in my own class.	☐	☐	☐	☐	☐
28. My informal conversations with other teachers have become more professionally oriented than they were in the past.	☐	☐	☐	☐	☐
29. I have been stimulated to seek other professional growth activities outside the program.	☐	☐	☐	☐	☐
30. I am better able to analyze and choose curriculum materials and ideas for my classes.	☐	☐	☐	☐	☐
31. I have a better sense of exactly what it is about teaching that I am particularly good at.	☐	☐	☐	☐	☐
32. I feel confident that my next year of teaching will be easier.	☐	☐	☐	☐	☐
33. I think now what to do and how to prepare for the next school year.	☐	☐	☐	☐	☐

HOW DO MENTORS HELP INTERNS?

We believe, and many teachers have confirmed that belief, that mentors are the key to successful internship programs. This part of the questionnaire is designed to give us a better idea of exactly how mentors help intern teachers. The statements that follow are all expressions of what mentors might do to help intern teachers. Please read each statement and then tell us, based on your experience with the internship program, how often your mentor did that thing for you.

	My Mentor NEVER ===== Did This For Me	My Mentor OCCASIONALLY ============ Did This For Me	My Mentor FREQUENTLY ========== Did This For Me
1. Conducted an individual conference so that I could arrive at a general principle for improving instruction.	☐	☐	☐
2. Taught a small group of my pupils so that I could concentrate on another group.	☐	☐	☐
3. Provided encouragement and reinforcement for me.	☐	☐	☐
4. Gave me new ideas for instructional activities.	☐	☐	☐
5. Made, ordered, or found materials that I had requested.	☐	☐	☐
6. Helped me pinpoint a specific problem that had a simple solution but that I was unaware of before.	☐	☐	☐
7. Helped me to feel a sense of belonging in this school.	☐	☐	☐
8. Helped me feel a sense of belonging in the teaching profession.	☐	☐	☐
9. Explained an educational theory to me.	☐	☐	☐
10. Helped me determine what I needed to do and what the next steps were.	☐	☐	☐
11. Encouraged me to try a new technique.	☐	☐	☐

	My Mentor NEVER Did This For Me	My Mentor OCCASIONALLY Did This For Me	My Mentor FREQUENTLY Did This For Me
12. Made some materials or arranged a display for me.	☐	☐	☐
13. Asked questions that made me be more reflective about my teaching.	☐	☐	☐
14. Gave me concrete and specific ideas to use in my classroom.	☐	☐	☐
15. Taught a lesson or a class so that I could observe a certain strategy or technique in action	☐	☐	☐
16. Provided moral support.	☐	☐	☐
17. Helped me identify my teaching needs and priorities.	☐	☐	☐
18. Arranged for me to observe or talk with other teachers in their classrooms.	☐	☐	☐
19. Helped me analyze my classroom so that I could gain some insights about what I ought to do next.	☐	☐	☐
20. Showed me in my own classroom how to use a certain kind of material or a special technique.	☐	☐	☐
21. Helped me to understand the rationale behind certain teaching strategies.	☐	☐	☐
22. Listened sympathetically when I needed to discuss a poblem or concern.	☐	☐	☐
23. Gave me a lot of alternative teaching ideas so that I could choose the one that was right for me.	☐	☐	☐
24. Brought me together with other interns so that we could share ideas in group discussions.	☐	☐	☐
25. Had meetings with me to discuss how I might use research-based principles of effective teaching in my work.	☐	☐	☐

	My Mentor NEVER Did This For Me	My Mentor OCCASIONALLY Did This For Me	My Mentor FREQUENTLY Did This For Me
26. Told me how to solve a very vexing problem that is probably specific to this school.	: :	: :	: :
27. Told me exactly how to implement certain teaching strategies.	: :	: :	: :
28. Gave me tips on preparing for administrative observation/evaluation.	: :	: :	: :
29. Acted like a sounding board so that I could bounce around some teaching ideas I had.	: :	: :	: :
30. Helped me to know the children in my school better.	: :	: :	: :

If there is anything your mentor did for you that is not listed above, please list it on the lines below. Please be as specific as possible in explaining what your mentor did.

HOW DO MENTORS HELP INTERNS?
(Mentor Form)

We believe, and many teachers have confirmed that belief, that mentors are the key to successful internship programs. This part of the questionnaire is designed to give us a better idea of exactly how mentors help intern teachers. The statements that follow are all expressions of what mentors might do to help intern teachers. Please read each statement and then tell us, based on your experience with the internship program, how often you did that thing for your intern(s).

	I NEVER Did This	I OCCASIONALLY Did This	I FREQUENTLY Did This
1. Conducted an individual conference so that intern could arrive at a general principle for improving instruction.	: :	: :	: :
2. Taught a small group of intern's pupils so that intern could concentrate on another group.	: :	: :	: :
3. Provided encouragement and reinforcement for the intern.	: :	: :	: :
4. Gave the intern new ideas for instructional activities.	: :	: :	: :
5. Made, ordered, or found materials that intern had requested.	: :	: :	: :
6. Helped intern pinpoint a specific problem that had a simple solution but that intern was unaware of before.	: :	: :	: :
7. ~~Helped intern to feel a sense of~~ belonging in this school.	: :	: :	: :
8. Helped intern feel a sense of belonging in the teaching profession.	: :	: :	: :
9. Explained an educational theory to the intern.	: :	: :	: :
10.Helped intern determine what needed ~~doing and what the next steps were.~~	: :	: :	: :
11. Encouraged intern to try a new ~~technique.~~	: :	: :	: :

	I NEVER ===== Did This	I OCCASIONALLY ============ Did This	I FREQUENTLY ========== Did This
12. Made some materials or arranged a display for intern.	☐	☐	☐
13. Asked questions that made intern be more reflective about her/his teaching.	☐	☐	☐
14. Gave intern concrete and specific ideas to use in the classroom.	☐	☐	☐
15. Taught a lesson or a class so that intern could observe a certain strategy or technique in action	☐	☐	☐
16. Provided moral support.	☐	☐	☐
17. Helped intern identify her/his teaching needs and priorities.	☐	☐	☐
18. Arranged for intern to observe or talk with other teachers in their classrooms.	☐	☐	☐
19. Helped intern analyze his/her classroom so that he/she could gain some insights about what ought to be done next.	☐	☐	☐
20. Showed intern in intern's own classroom how to use a certain kind of material or a special technique.	☐	☐	☐
21. Helped intern to understand the rationale behind certain teaching strategies.	☐	☐	☐
22. Listened sympathetically when intern needed to discuss a problem or concern.	☐	☐	☐
23. Gave intern a lot of alternative teaching ideas so that intern could choose the one that was right for her/him.	☐	☐	☐
24. Brought intern together with other interns so that we could share ideas in group discussions.	☐	☐	☐
25. Had meetings with intern to discuss how intern might use research-based principles of effective teaching in the classroom.	☐	☐	☐

	I NEVER ===== Did This	I OCCASIONALLY ============ Did This	I FREQUENTLY ========== Did This
26. Told intern how to solve a very vexing problem that is probably specific to this school.	☐	☐	☐
27. Told intern exactly how to implement certain teaching strategies.	☐	☐	☐
28. Gave intern tips on preparing for administrative observation/evaluation.	☐	☐	☐
29. Acted like a sounding board so that intern could bounce around some teaching ideas she/he had.	☐	☐	☐
30. Helped intern to know the children in my school better.	☐	☐	☐

If there is anything that you did for your intern that is not listed above, please list it on the lines below. Please be as specific as possible in explaining what you did.

DATA COLLECTION — INTERN

Name: (Optional - First Name) ____________________

School ____________________ Grade Assignment: ________

No. of months teaching: ____ No. of months teaching in present assignment: ____

Other teaching experiences: ________

Where	When	How long?	Assignment

EDUCATION

Teaching License(s) currently held: ____________________

Degree	Date	Major	Minor	Name of college/university

Undergraduate Education Courses Taken:

Title	Dates

Inservice Education Courses/Workshops/Training:

Title	Dates	Sponsor	Place

Graduate Courses Taken:

Title	Dates	College

Please complete the following sentences:

As a beginning teacher, my primary concerns are

I would like to receive help in

List the kinds of experiences you feel would help you the most:

DATA COLLECTION—MENTOR

Name: ____________________ S.S.# ____________________

Home Address: ____________________

Home Tel. No.: ____________________

School District: __________ School Tel. No.: ____________________

School Address: ____________________

Superintendent: __________ Principal: __________

Present Teaching Assignment: ____________________ How Long? ______

No. of years teaching: __________

Grade levels: ____________________

No. of schools taught in: ____________________

No. of years in present school: ______

Curriculum area strength(s): ____________________

Extra curricular activities: ____________________

Special interests/talents: ____________________

Out-of-classroom positions held: ____________________

No. of first-year teachers: ____ Grade Level placement(s): ______

EDUCATION

Teaching Licenses currently held: ______________________________

Degree	Date	Major	Name of college/university

Additional Courses, workshops and training: ______________________________

____

Academic honors: ______________________________

Grants received: ______________________________

STAFF/CURRICULUM DEVELOPMENT EXPERIENCE

Prepared and delivered workshops:

What	Where	When	To Whom

Curriculum development:

Area	Grade Level	When	For Whom

Publications:

Type	When	For Whom

Degree you are preparing for presently: ______________________________

Other courses (Spring '87): ______________________________

____

____

Name: Chapter Chairman (school): ______________________________

Chapter Leader (district): ______________________________

Prep. Periods:	M	T	W	Th	Fri
Other Open Time:					
Lunch Hour					
School Half Days:					
School Holidays:					

If you do not share a common prep with intern from your school, could a common prep be arranged?

Is your school open after school?

Day(s)	Time
	From ________ to ______

As a mentor teacher you will be required to fulfill 3 roles for the intern as: facilitator, supporter, and expert.

Please write a clear, concise statement in one page or less describing your qualifications to serve in this role.

Conference with the intern to find out:

a) At this point in time, what are the intern's major concerns?

b) In what area would the intern like some help--now?

c) What part of the day seems to be most problematic for the intern?

d) How does the intern feel you can best assist him/her?

e) What time schedule appears to be most convenient for both of you to work out a professional development program?

DATE: ______

TIME: ____ TO ____

NAME: ______________________

MENTOR'S NAME: ______________________

INTERN JOURNAL

Purpose of Meeting	Place	Description of Events*	Outcome Statement	Next Step Planned

---

Your reflections/impressions/concerns/AHAs of the meeting.

---

*Event means anything you were working on with the mentor during this particular meeting.

DATE: ________

TIME: ____ TO ____

NAME: ________

INTERN'S NAME: ________

MENTOR JOURNAL

Purpose of Meeting	Place	Description of Events*	Outcome Statement	Next Step Planned

---

Your reflections/impressions/concerns/AHAs of the meeting.

---

*Event means anything you were working on with the intern during this particular meeting.

BARUCH OERI MENTOR-INTERN PROJECT

THE CRITICAL INCIDENT

Critical Events are the parts of your professional experiences which have particular importance and meaning to you. Such events frequently evoke feelings and thoughts which are formulated into personal theories that guide subsequent actions or they are events that lead to significant insights, understandings, or changes in the way you feel about your development or your professional skills.

We are interested in knowing about critical incidents that you may have experienced during the mentor training. In addition to identifying the critical incident (see Part I described below), we are very interested in your reflections and impressions about this critical incident (see Part II described below).

You may experience a number of these critical incidents and forms are provided for you to record them. Near the end of the training, when you have had time to consider all of your incidents, we would like you to give us the two you feel are most critical or most important.

To give you an idea of how to record a critical incident, we have supplied an example.

An Example of a Critical Incident:

Part I: Describe objectively what has occurred in the mentor training coursework that was the context for the event.

Such a narration might look like this:

> "Based on my reading and your comments about the advance organizer model, I suggested to [ ] that she use the advance organizer model as an approach for preparing her students to read. Together we examined a story that the students would read and we wrote an advance organizer that included these two components: (1) supplying relevant concepts within a definitional framework (knowledge), and (2) supplying a context for processing the main ideas (structure). We wrote it for the first segment of the fourth grade story, "The Raccoon and Mrs. McGinnis." As we started to discuss the components that make up an advance organizer, [ ] commented that she already uses an advance organizer."

Checklist for Description of an Event

1. The description relates an experience that occurred while I was functioning as a mentor.

2. The description provides an adequate account of the context in which the event occurred (designing an advance organizer for a reading selection).

3. The description is objective; no evaluations or impressions are included.

Part II: Evaluate the event that you described. The evaluation should contain your judgments, reflections, feelings, and thoughts about the incident that you related in Part I.

Evaluate statements that relate to the information provided might look like this:

> "My immediate reactions to her statement that she already uses advance organizers were surprise and disbelief. However, I asked her to explain further--an interesting reaction because I have never been the kind of person to doubt another person. [I really like this change.] As she explained to me her interpretation of the basal reading approach, I was amazed because she mentioned a type of advance organizer that I was not aware of. And I wondered if other mentors were aware of this type of advance organizer. So, tomorrow when I go to seminar, I am going to bring up this point.
>
> Most importantly, I discovered also that there are some things I can learn from my intern. That had not occurred to me. Frankly, I guess I am still somewhat insecure and feel that I must show that I know all the answers. Oh well, recognizing this as a need is one step - I hope."

Checklist for Judgment Statements:

1. I commented on the incident that I described in Part I.

2. I shared my thoughts, reflections and impressions about the event.

Please keep this structure and these checklists in mind as you fill out the enclosed sheet, The Critical Incident Report.

CRITICAL INCIDENT REPORT FORM

Name ______________________ School ______________________

Date ______________________

Directions: Describe an incident which had significant impact on your growth as a professional. Please follow the two column structure that is detailed below. If you are unsure about where to write your information, please go back and consult the checklists that are described in the instructions.

Part 1. Describe an incident that occurred in the mentor training coursework or in working with your beginning intern.	Part 2: Write evaluation statements that express your judgments, feelings, thoughts, and conclusions about the incident you described in Part 1.

For More Space See the Next Page

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Intern Name:______________________________

Date:____________

SELF EVALUATION OF CLASSROOM ORGANIZATION AND MANAGEMENT *

1. Reevaluate Your Room Arrangement

   a. Does congestion frequently occur in certain areas of the room, such as at the pencil sharpener, materials center, small group areas, or your desk?

   Notes______________________________

   Conclusion______________________________

   b. Can you and your students move around the room easily, or are traffic lanes blocked by desks, other furniture, or equipment?

   Notes______________________________

   Conclusion______________________________

   c. Do students at the small-group area or at centers distract nearby students from their seatwork?

   Notes______________________________

   Conclusion______________________________

   d. Can you see all students from any place in the room at which you instruct or work?

   Notes______________________________

   Conclusion______________________________

   e. During your presentations, can students see the overhead projector or screen and the main chalkboard areas without turning around or moving from their chairs or desks?

   Notes______________________________

   Conclusion______________________________

   f. Are students who frequently need your attention or assistance seated where you can easily monitor and reach them?

   Notes______________________________

   Conclusion______________________________

   g. Do some students frequently bother others who sit near them?

   Notes______________________________

   Conclusion______________________________

Areas for Further Investigation/Work/Change

____

2. Review Your Rules and Procedures for Student Conduct

a. Have you stopped enforcing one or more of your rules?
Notes
Conclusion

b. Are your major class procedures, such as those governing student talk, raising hands, movement around the room, use of equipment and supplies, being followed without constant prompting and reminders?
Notes
Conclusion

c. Are some student behaviors occuring that are clearly undesirable, but that are not covered under your current rules or procedures?
Notes
Conclusion

d. Do you find yourself giving the same directions repeatedly for some common procedure?
Notes
Conclusion

e. Are you spending as much time going over directions and procedures now as at the beginning of the year?
Notes
Conclusion

Areas for Further Investigation/Work/Change

3. Review Your Major Accountability Procedures

a. Do many of your students fail to complete assignments or not turn them in at all?

Notes____

____

Conclusion____________________________________

b. Is much student work messy to the point of being illegible?

Notes____

____

Conclusion____________________________________

c. Are students completing work on time, or do you find yourself giving extensions more and more frequently?

Notes____

____

Conclusion____________________________________

d. Do students sometimes claim that they did'nt know an assignment was due or what its requirements were?

Notes____

____

Conclusion____________________________________

e. After grades are given on report cards, do students frequently complain that they do not understand why they received particular grades?

Notes____

____

Conclusion____________________________________

Areas for Further Investigation/work/Change

____

____

____

4. List the Consequences for Appropriate and Inappropriate Behavior, and Review How Frequently They are Used and How Effective They Are

a. Do you reward good student behavior, including effort, in a variety of ways ?

Notes____

____

Conclusion____

b. Are your rewards still attractive to students, or have they tired of them?

Notes____

____

Conclusion____

c. Do you find yourself assessing penalties more and more often and rewarding students less than you previously did?

Notes____

____

Conclusion____

d. Are you warning and threatening students frequently and do you fail to follow through when students continue to misbehave?

Notes____

____

Conclusion____

e. Have your penalties lost their deterrent value through overuse?

Notes____

____

Conclusion____

f. Does administering your reward or penalty system take too much time and effort?

Notes____

____

Conclusion____

Areas for further Investigation/Work/Change

____

____

____

5. Consider Whether You Are Detecting Misbehavior in its Early Stages and Preventing Little Problems from Developing into Big Ones

a. Do you tend to notice misbehavior only after it involves several students?

Notes ____________________

____

Conclusion ____________________

b. When you work with students in groups or individually at your desk, does noise, disruption, or widespread work avoidance occur?

Notes ____________________

____

Conclusion ____________________

c. Do you sometimes have the feeling that some students are misbehaving simply to gain your attention?

Notes ____________________

____

Conclusion ____________________

d. Are there times when so much inappropriate behavior occurs at once that you don't have any idea what to do?

Notes ____________________

____

Conclusion ____________________

e. Do you sometimes discover that students have hardly begun classwork assignments when they should actually be through with them?

Notes ____________________

____

Conclusion ____________________

Areas for Further Investigation/Work/Change

____

____

____

6. Consider Ways to Improve the Management of Your Instructional Activities

a. Do students frequently seem confused about work requirements, and do they fail to follow directions, even after you have explained them or listed them on the board?

Notes

Conclusion

b. Do you often discover that students have not understood your presentations and that they therefore cannot complete assignments correctly?

Notes

Conclusion

c. Are transitions from one activity to another taking a long time?

Notes

Conclusion

d. Are some students not ready for instruction when a new activity begins?

Notes

Conclusion

e. Is there widespread misbehavior during transitions?

Notes

Conclusion

f. Do you have students with learning problems who seem to require more assistance than you are giving them?

Notes

Conclusion

g. Is there a constant demand for free-time materials and activities in your class?

Notes

Conclusion

h. Is the performance of many of your students well below grade level in basic skill areas?

Notes

Conclusion

i. Are some of your students so fast at finishing classwork that they get bored or bother others?

Notes

Conclusion

6. (continued)

j. Do you find that a relatively small group of students monopolize class discussions?

Notes

Conclusion

k. Are a few of your students so far behind the class that you have just given up on them?

Notes

Conclusion

Areas for Further Investigation/Work/Change

SUMMARY NOTES

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* adapted from: Evertson, C. et al, *Classroom Management for Elementary Teachers*, Englewood Cliffs: NJ, Prentice-Hall, Inc., 1984

PLANNING DECISIONS

Indicate the sequence/order you use when planning for teaching. Write 1 to indicate which of the categories below comes to mind first; 2 to indicate the second thought and so on--to 8.

	Daily Planning	Weekly Planning	Unit Planning	Term Planning	Yearly Planning
Objectives					
Content					
Activities					
Materials					
Diagnosis					
Evaluation					
Instruction					
Organization					

TIME CAPSULE

Your name ______________________________

The date ______________________________

What are your beliefs about the value of teacher praise in the classroom?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Module I. Summary of Concepts and Principles

A. Classroom Management

---

1. Physical Arrangements in Classroom

(See Evertson Handout)

COMMENTS

---

2. Rule Explication and Monitoring

Specifies a rule	Does not specify when rule is needed
Clarifies a rule	Does not clarify a rule
Practices rule	
Reprimands rule infraction	Does not correct rule infraction

COMMENTS

---

3. Withitness, Desist, Overlapping

Stops deviant behavior	Does not stop deviancy/deviancy spreads
Corrects worse deviancy	Corrects lesser
Desists student causing disruption	Desists onlooker or wrong student
Suggests alternative behavior	Uses rough, angry, punitive desists Uses approval-focused desist
Attends task and deviancy simultaneously	Ignores deviancy & continues task OR ignores task and treats deviancy
Attends to two instructional tasks simultaneously	Ignores other students needing help or drops task or engages in intrusion

COMMENTS

---

4. Group Alert

Poses question-selects reciter	Selects reciter-poses question
Alerts class-calls on reciter	Alerts class - unison response
Alerts non-performers	Ignores non-performers

COMMENTS

5. Movement smoothness/slowdown

Ignores irrelevancies/continues on task	Reacts to or interjects irrelevancies or flip-flops or dangles
Gives short, clear non-academic directions	Overdwells or fagments non-academic directions
Moves whole/subgroup	Fragments group movement

COMMENTS

6. Praise

Praises specific conduct	Uses general conduct praise
Praises non-deviant, on-task behavior	
Gives low-key, quiet praise	Uses loud praise
Uses conditional praise	
Uses authentic, varied, warm praise	
Controls class reaction to misconduct	Allows class to reinforce misconduct

COMMENTS

7. Distraction Coping Techniques

Deals quickly with distraction	Takes too long dealing with distraction
Maintains flow of instruction	Instruction gets sidetracked
Eliminates distraction	Distraction continues or is exacerbated

COMMENTS

---

b. Instructional Organization

---

8. Use of Time

Begins classwork promptly	Delays starting lesson
Provides activities and attends students	Delays new topic or activity/ students wait for instruction or teacher assistance
Has materials in order/ minimal time spent in passing out papers, etc.	Searches for or does not have handouts/ materials/equipment in order - disorganized

COMMENTS

---

9. Review/Summary

Conducts lesson-initiating review
Conducts topic summary within lesson
Conducts review at end of lesson
COMMENTS

---

10. Lesson Development

Orients students to classwork/specifies purposes of activities	
Indicates change of topic or activity	
Talks on subject matter	Talks or questions off-subject
Questions student comprehension Low order questions High order questions	Extends talk or changes topic without comprehension check
Provides independent/choral/unison practice	
Pauses before soliciting answers to complex questions	Solicits immediate response to complex questions

COMMENTS

---

11. Homework/Seatwork

Gives homework/seatwork directions and due date	Assigns homework/seatwork without directions/due date
Checks comprehension of directions	Directs students to start without checking comprehension
Circulates & assists students	Remains at dest - inadequate circulation/assistance
Checks errors or gives feedback on homework/seatwork	Does not give feedback on homework/ seatwork
Gives 80-90% success rate work	

COMMENTS

Summary Comments: What's well in hand? Where do you want to spend your efforts?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP PROJECT

Intern Name:____
Date:____________________

Self Description and Reevaluation of Group Management in Reading

1. Describe your grouping for reading.

Example:

Number of Children	Reading Grade Level
3	1^1
3	1^2
4	2^1
5	2^2
10	3^1
4	3^2
3	4
2	

Which based reader(s) do you use? Level__________
Why?____
How do you meet the needs of all students?____________________
____

2. Outline your reading schedule for the week.

Example:

Monday	Group A	Group B
5"	Introduction of today's lesson and what you expect of Ss	
20"-30"	Teacher-directed lesson	Independent work
20"-30"	Independent work	Teacher-directed lesson
10"	Whole class sharing and record keeping	

Your Outline

Why do you think this schedule and grouping patttern is working/not working?

3. Using one story from the Holt stories, write down the activities you selected to teach the "whole" group and the activities that you selected for independent activities for a 2-day time span. Ask yourself if the activites were appropriate to the needs and reading level of each student. Did the activites match the purpose of your lesson?

a) When and how did you correct/check student's work?

b) Describe or show the record-keeping system the students use to keep track of their own progress as well as your own record-keeping system.

4. Describe the activity you used to end each reading period.

5. Evaluate your successes in grouping for reading for these two days.

6. Go back to Professor Kay's self evaluation check list. See pg. 6. Rethink! (See next page)

6. Consider Ways to Improve the Management of Your Instructional Activities

a. Did students frequently seem confused about work requirements, and did they fail to follow directions, even after you have explained them or listed them on the board?

Notes____

____

Conclusion___________________________________

b. Did you discover that students have not understood your presentations and that they therefore were not able to complete assignments correctly?

Notes____

____

Conclusion___________________________________

c. Were transitions from one activity to another taking too long ? Why ?

Notes____

____

Conclusion___________________________________

d. Were some students not ready for instruction when a new activity began? Why ?

Notes____

____

Conclusion___________________________________

e. Was there widespread misbehavior during transitions?

Notes____

____

Conclusion___________________________________

f. Did you have students with learning problems who seemed to require more assistance than you were giving them?

Notes____

____

Conclusion___________________________________

g. Was there a constant demand for more-to-do materials and activities during the period?

Notes____

____

Conclusion___________________________________

h. Was the performance of many of your students satisfactory in terms of achievement?

Notes____

____

Conclusion___________________________________

BARUCH COLLEGE
CITY UNIVERSITY OF NEW YORK

Department of Education
Anne Sabatini, Instructor

Here is a list of possible topics/areas/techniques that you may have worked on this school year with your mentor/intern.

Please 1) Read the list of possible topics.
2) Generate your own list of "things" worked on with your mentor/intern.
3)

(1) Possible Topics . . .

Getting books, supplies...
Room arrangement
Bulletin board displays
Lesson planning
Scheduling the day
Routines
Seating plan
Class rules
Procedures
Teaching rules/procedures/routines
Starting the day
Ending the day
Learning Centers
Reading comprehension
Phonics
Math-problem solving
Penmanship
Questioning
Independent activities
Teaching independent activities
Grouping
Homework assignments
Making transitions from one activity to next
Discipline
Pacing of lessons
Getting students attention
Teacher's voice
Teacher-made games, charts
Time management
Test-taking skills
ESL techniques

(2) Your List of Topics . . .

BARUCH COLLEGE
CITY UNIVERSITY OF NEW YORK

Department of Education
Anne Sabatini, Instructor

Conferencing Components

Step 1. Start with a clear statement of purpose.	Step 2. Engage the intern in a dialogue that is related to the purpose. -Description -Analysis -Planning
Step 3. Agree on plans for a specific next step(s).	Step 4. Summarize what has been accomplished.

VIDEO

1. What was the purpose of the conference?

2. What did the intern feel she could do by herself in September?

3. What did the intern feel she would like more help with in September?

4. What did both agree to as a next step(s)?

5. What gifts of collegiality were exchanged?

BARUCH-OERI MENTOR/INTERN PROGRAM

INSTRUCTIONS FOR CLASSROOM OBSERVATIONS

The Baruch-OERI Mentor-Intern Training Program uses the research on effective teaching as the knowledge base for its training. It incorporates some of the effective training behaviors identified into its assessment and evaluation of the intern's progress and development. Using the Florida Performance Measurement System as a model, we have identified certain key teaching concepts and their specific indicators (observable teacher behaviors) that we feel are appropriate measures of the development of a beginning teacher or intern.

Three key teaching areas are targeted in the observations being requested: the intern's performance in presenting an academic rule, in managing student conduct and performance in organizing and implementing a unit of instruction. The forms for assessing the intern's performance contain specific target behaviors the observers should look for during the observation. Each target behavior should be rated as either observed, observed and clearly presented (the observer's judgment that the intern emphasized, stressed, clearly demonstrated, or clearly evidenced the teaching behavior or activity), or observed, clearly presented and effective (the observer's judgment that the behavior had a positive or salutary effect on the students -- either directly or through the momentum and cohesion it gave to the lesson or unit).

The interns will have been exposed to information and research concerning these behaviors and can be expected at this point to incorporate them to some degree into their teaching behaviors. A not applicable category is included; we suspect, however, that the respective indicators will be ratable for virtually all lessons.

Interns can and probably should be notified when an observation will take place.They should know what the observer is looking for.Thus, interns can prepare materials or units for the observation, if they wish.

We would appreciate copies of scripted records, narrative reports, or comments that observers develop for these observations -- if such copies can be made available. We would also appreciate it if observers would return with the forms whatever comments they feel are necessary to annotate or clarify their ratings or the circumstances of the observation.

If there are any questions, please call Anne Sabatini at (212) 725-4437.

BARUCH - OERI MENTOR/INTERN PROGRAM

Intern's Managing Student Conduct

This form is used to assess the intern's performance in managing student conduct. It addresses selected indicators of how the intern desisted misbehavior during a lesson using withitness, overlapping, group alert, movement smoothness/slowdown, praise, and distraction coping techniques. Observers should familiarize themselves with the target behaviors (over) prior to the observation and complete this form immediately following the observation. The form can be used for observations specifically scheduled to look at these behaviors; it can also be used to assess these behaviors when the observation is being conducted for some other purpose.

Identification data

Date ____________

Intern's Name ______________________ Class ______________

School ______________________ Subject ______________

Observer's Name ______________________

INDICATORS

RATING

	Observed	Observed and clearly presented	Observed, clearly presented, and *effective*	NA[1]	Do not use
A. [WITHITNESS]					
1. Stops deviant behavior.					
2. Corrects worse deviancy.					
3. Desists student causing behavior.					
4. Suggests alternative behavior.					
B. [OVERLAPPING]					
5. Attends task and deviancy simultaneously.					
6. Attends to two instructional task simultaneously.					

	Observed	Observed and clearly presented	Observed, clearly presented, and effective	NA	Do no use
C. [GROUP ALERT]					
7. Poses question - selects reciter.					
8. Alerts class - calls on reciter.					
9. Alerts non-performers.					
D. [MOVEMENT SMOOTHNESS/SLOWDOWN]					
10. Ignores irrelevancies/continues on task.					
11. Gives short, clear non-academic directions.					
12. Moves whole/subgroup.					
E. [PRAISE]					
13. Praises specific content.					
14. Praises non-deviant, on-task behavior.					
15. Gives low-key, quiet praise.					
~~16. Uses conditional praise.~~					
17. Uses authentic, varied, warm praise.					
18. Controls class reaction to misconduct.					
F. [DISTRACTION COPING TECHNIQUES]					
19. Deals quickly with outside distraction.					
~~20. Maintains flow of instruction.~~					
21. Eliminates distraction.					

BARUCH - OERI MENTOR/INTERN PROGRAM

Intern's **Presentation of Subject Matter**

This form is to be used to assess the intern's performance in presenting an academic rule. Students are more likely to learn rules best when rule circumstances are described and rule practice is provided. Observers should familiarize themselves with the target behaviors (over) prior to the observation and complete this form immediately following the observation. The form can be used for observations specifically scheduled to look at these behaviors; it can also be used to assess these behaviors when the observation is being conducted for some other purpose.

Identification data

Date ________________

Intern's Name ____________________________

Class ________________

School ____________________________

Subject ________________

Observer's Name ____________________________

INDICATORS

RATING

	Observed	Observed and clearly presented	Observed, clearly presented, and effective	NA[1]	Do not use
A. [PRESENTS AN ACADEMIC RULE] 1. Describes a rule-governing situation.					
2. Provides practice for the rule.					

---

[1] Not applicable. Rating category is not appropriate for this type of lesson.

Description of behaviors to be rated in assessing intern's performance in presenting an academic rule:

1. Describes a rule-governing situation: Intern states, describes, and/or analyzes the kind of circumstances to which a rule is applicable.

2. Provides practice for the rule: Intern gives a number of practice situations to help students learn to apply the rule.

BARUCH-OERI MENTOR/INTERN PROGRAM

Intern's Instructional Organization and Development

This form is to be used to assess the intern's organization and implementation of unit of instruction. It addresses selected indicators of how the intern used time, reviewed subject matter, and managed seatwork or homework. Observers should familiarize themselves with the target behaviors (over) prior to the observation and complete this form immediately following the observation. The form can be used for observations specifically scheduled to look at these behaviors; it can also be used to assess these behaviors when the observation is being conducted for some other purpose.

Identification data

Date ________________

Intern's Name ____________________________ Class ________________

School ____________________________ Subject ________________

Observer's Name ____________________________

INDICATORS	RATING				
	Observed	Observed and clearly presented	Observed, clearly presented and effective	NA[1]	Do not use
A. [USE OF TIME]					
1. Begins work promptly.					
2. Has materials in order.					
3. Avoids wait-time.					
B. [SUBJECT MATTER REVIEW]					
4. Conducts lesson-initiating review.					
5. Recaps during the lesson.					
6. Conducts lesson-end review.					
C. [MANAGEMENT OF SEATWORK, HOMEWORK, AND PRACTICE]					
7. Provides clear instructions.					
8. Checks comprehension of instructions					
9. Circulates and assists.					
10. Checks errors and gives feedback.					

[1] Not applicable. Rating category is not appropriate for this type of lesson

Descriptions of behaviors to be rated in assessing intern's performance in organizing and implementing a lesson or a unit of instruction:

1. Begins work promptly: Intern is punctual and begins work promptly.

2. Has materials in orders: Intern has routinized activities such as passing out papers, moving to get materials prepared, procedures worked out and has everything in order.

3. Avoids wait-time: Intern has organized the unit to keep the lesson moving; provides structure for those students who finish early, thereby eliminating the necessity for students to wait for teacher approval.

4. Conducts lesson-initiating reviews: Intern starts the beginning of a lesson or unit by reviewing or rehearsing the previous lesson or involves the students in doing so.

5. Recaps during the lesson: Intern conducts a topic summary within the lesson; i.e., provides a condensation of recap of the significant points of the preceding material before moving on to a new part of the lesson or unit.

6. Conducts lesson-end review: Intern restates the important points of the lesson at the end of the lesson or unit.

7. Provides clear instructions: Intern gives clear instructions for independent seatwork, homework or practice that explicate what it is the students are to do.

8. Checks comprehension of instructions: Intern ascertains whether or not students understand what they are to do in their seatwork, homework, or practice.

9. Circulates and assists: Intern is mobile; teacher circulates about the room and assists student who have not fully understand or otherwise are having difficulty. (Applicable only to seatwork and practice assignments.)

10. Checks errors and gives feedback: Intern monitors the work by checking errors, giving corrective feedback, or by grading the seatwork, homework, or practice, or all of these, thereby holding the students accountable.

Descriptions of behaviors to be rated in assessing intern's performance in managing student conduct:

1. Stops deviant behavior. Teacher stops misbehavior before it spreads to other students or becomes more serious.
2. Corrects worse deviancy. Teacher stops the major disruption when two or more deviancies occur simultaneouly.
3. Desists student causing behavior. Teacher stops the student who caused the disruption, not bystander.
4. Suggests alternate behavior. Teacher suggests different behavior to direct a student from deviant behavior.
5. Attends task and deviancy simultaneously. Teacher takes care of a task and disruption at the same time without disrupting the lesson.
6. Attends to two instructional tasks simultaneously. Teacher attends to two tasks at the same time without upsetting either one.
7. Poses question - selects reciter. Teacher asks a question before calling on a student.
8. Alerts class - calls on reciter. Teacher alerts all students to think about a question, then calls on a student.
9. Alerts non-performers. Teacher cautions students who do not participate that they may be called on anytime.
10. Ignores irrelevancies/continues on task. Teacher ignores minor distractions and moves the lesson forward.
11. Gives short, clear non-academic directions. Teacher avoid long, drawnout directions.
12. Moves whole/subgroup. Teacher executes whole and small group activities appropriate to lesson objectives and learner needs.
13. Praises specific content. Teacher praises student for good work in specific, not general, terms.
14. Praises non-deviant, on-task behavior. Teacher praises a student for good conduct/work when another student is disruptive.
15. Gives low-key, quiet praise. Teacher praise is almost unnoticeable by others.
16. Uses conditional praise. Student receives praise only when he/she fulfills a prior obligation.
17. Uses authentic, varied, warm praise.

18. Controls class reaction to misconduct. Teacher behavior that reduces group approval of disruptive conduct.

19. Distraction refers to outside of the classroom intrusions such as an announcement
20. over the PA.
21.

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Intern Interview Schedule

Intern: ______________________________

Interviewer: ______________________________

Date: ______________________________

NOTES: ____

Question 1: What do you feel the internship has contributed to your development as a teacher?

(For Valley Stream, separate out Baruch program)

1a. Can you identify some of the ways your teaching may have been changed?

1b. In what ways has the internship affected/changed your thinking about your capabilities as a teacher?

1c. Of how much value to you was this program?

Question 2: There was a lot of content and information (about schooling, teaching, & learning) covered in the program. Of the content and information covered, what parts do you remember particularly well (vividly)?

2a. What do you think it is about this particular material that made it stay with you?

2b. Did you find that you used much of this information in your class or in thinking about your teaching? What percentage? (...in conversation or in thinking through a problem)

Question 3: The content and information for the program came from a number of sources, in several settings, through different learning activities. We need to know what you feel were the more effective means for providing this content.

Transmittal Effectiveness Survey - probe and clarify

3a. What determined for you whether some particular knowledge was used? (Immediate application, new viewpoint or insight, confirms or refutes one's experience)

3b. How does "college" and "field" experience contribute to what is remembered?

3c. Which instructional activities should be
increased, reduced, eliminated?

Question 4: In what ways have the expectations you had about the program been fulfilled? In what ways did it differ from your expectations?

4a. Thinking back, what was the principal expectation or objective that attracted you to the program?

4b. From your viewpoint, what should be the goals of the Baruch program?

4c. Has the program changed in any way the things you find satisfying in your work?

4d. Which aspects of the program did you like the most?

4e. What, if anything, has the Baruch program done for you that other staff development or inservice programs have not?

Question 5: How do you feel the Baruch program will affect your work (as a teacher) over the next (say) three years?

5a. Was the training long/sufficient enough?

Question 6: In what ways did you and your mentor have to adjust to each other? (Personalities/approaches/styles/temperaments/thinking patterns ... not schedules)

6a. How did your relationship change oiver the period of the internship?

6b. How important is it to have a good "match" between mentor and intern?

6c. In your view, what makes a good match?

6d. How can program directors/instructors/evaluators promote good relationships between intern and mentor? Or should they not get involved?

Question 7: What impact has the mentoring had on your school, your work, and relationships with supervisors and teaching colleagues?
Impact on your feelings about your professional status within the school?
(For Valley Stream only) To what extent, if any, did the Baruch program contribute to that?

7a. In what ways do supervisors in your school support the intern-mentor program? (Separate Baruch program from other existing programs in these questions if possible)

7b. Do colleagues at your school support the program? How?

7c. What kinds of supports are still necessary for this program to be even more successful?

Question 8: What suggestions do you have for improving the Baruch internship program?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Mentor Interview Schedule

Mentor: ______________________

Interviewer: ______________________

Date: ______________________

NOTES:

Question 1: What do you feel the mentor training has contributed to your development as a teacher?

1a. Can you identify some of the ways your teaching may have been changed?

1b. *In what ways has mentor training affected/changed your thinking about your* capabilities as a teacher?

1c. Of how much value to you was this mentor training?

Question 2: There was a lot of content and information (about schooling, teaching, & learning) covered in the program. Of the content and information covered, what parts do you remember particularly well (vividly)?

2a. What do you think it is about this particular material that made it stay with you?

2b. Did you find that you used much of this information in your class or in working with your intern? What percentage? (...in concerssation or in thinking through a problem)

Question 3: The content and information for the program came from a number of sources, in several settings, through different learning activities. We need to know what you feel were the more effective means for providing this content.

Transmittal Effectiveness Survey - probe and clarify

3a. What determined for you whether some particular knowledge was used?
(Immediate application, new viewpoint or insight, confirms or refutes one's experience)

3b. How does "college" and "field" experience contribute to what is remembered?

3c. Which instructional activities should be
increased, reduced, eliminated?

Question 4: In what ways have the expectations you had about mentor training been fulfilled? In what ways did it differ from your expectations?

4a. Thinking back, what was the principal expectation or objective that attracted you to the program?

4b. From your viewpoint, what should be the goals of the mentor training? (Career development / skills enhancement / training of new teachers / staff dev.)

4c. Has the mentor training changed in any way the things you find satisfying in your work?

4d. Which aspects of mentor training did you like the most?

4e. (For Valley Stream only) What, if anything, has Baruch's mentor training done for you that other mentor training has not?

Question 5: How do you feel the mentor training will affect your work (as a teacher or mentor) over the next (say) three years?

5a. If you were to continue to be a mentor, what percent of your time (work week) would you want to devote to it?

5b. What is the biggest satisfaction you get from being a mentor? (Sense of contribution / career advancement / peer recognition / professionalism)

5c. Was the training long/sufficient enough?

5d. Are there areas where you feel additional training/support is desirable to round out fully your preparation as a mentor?

Question 6: In what ways did you and your intern(s) have to adjust to each other? (Personalities/approaches/styles/temperaments/thinking patterns ... not schedules)

6a. How did your relationship change oiver the period of the internship?

6b. How important is it to have a good "match" between mentor and intern?

6c. In your view, what makes a good match?

6d. How can program directors/evaluations promote good relationships between intern and mentor? Or should they not get involved?

Question 7: What impact has the mentoring had on your school, your work, and relationships with supervisors and teaching colleagues?
Impact on your feelings about your professional status within the school?
(For Valley Stream only) To what extent, if any, did the Baruch program contribute to that?

7a. In what ways do supervisors in your school support the intern-mentor program? ~~(Separate Baruch program from other existing programs in these questions if~~ possible)

7b. Do colleagues at your school support the program? How?

7c. What kinds of supports are still necessary for this program to be even more successful?

Question 8: What suggestions do you have for improving the mentor training?

Question 9: What suggestions do you have for improving the program for interns?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Transmittal Effectiveness Survey

Write H (High), M (Medium), or L (Low) to indicate the effectiveness of each of the following in providing content or learning experiences that were impressionable and meaningful to you during the Baruch Program.

H = High
M = Medium
L = Low

_____ Seminars (class)

_____ Required reading

_____ Conferences (with instructor)

_____ Peer discussion/sharing

_____ Lectures/demonstrations

_____ Instructor

_____ Research articles

_____ Graphics (videos/tables/charts)

_____ Log keeping/Critical Incident Reports

_____ Observations (Intern-Mentor)

_____ Conferences (Intern-Mentor)

_____ Workshops

_____ Growth Plans

_____ Micro teaching/Reflective teaching/Role play

_____ Other (Please specify briefly below)

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Teacher's Name ____________________________

Number of years of teaching experience _____ Numberof years teaching in P.S. 194 ____

Grade ____________

Date and Time of Observation/Visit ____________

Date and Time of Conference/Discussion ________________________

Objectives/Goals of Lesson Observed:

____

____

____

____

Other general notes regarding context of lesson/discussion:

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
I. EFFECTIVE CLASSROOM MANAGEMENT		
A. Classroom Arrangement		
1. Is there frequent congestion at pencil sharpener, materials centers, small group areas, teacher's desk?		
2. Can students move around the room easily? Are traffic lanes blocked by desks, other furniture, equipment?		
3. Are students at their seats distracted by other students at small group centers or area?		
4. Are all students able to see teacher when she/he is instructing? Can the teacher see all students when she/he is instructing or working?		
5. During presentations, can all students see the overhead projector screen, and main chalkboard areas without turning around or moving from their chairs or seats?		
6. Are the children who need the teacher's frequent attention or assistance sitting where the teacher can easily reach or monitor them?		
7. Are there any students frequently bothering others who sit near them?		

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
B. Classroom Rules		
1. Have they been explained?		
2. Are they clear to the students?		
3. Are they practiced?		
4. What are the positive and negative consequences for compliance and non-compliance?		
C. Effective Coping Strategies for Distractions		
1. (With-It-ness) Does the teacher communicate to students that she/he knows what they are doing at all times?		
Does the teacher stop behavior problems before they get out of control; catch the correct culprit; stop the most serious of two simultaneous misbehaviors first?		
2. (Overlapping) Can the teacher effectively handle two classroom events at the same time without neglecting either? Is the teacher able to maintain the flow of the lesson, hold students accountable for their work, and deal with interruptions simultaneously?		

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
3. (Smoothness) Is the teacher able to move from one activity to another in a smooth manner by:		
Using signals or cues to help students get ready for the transition?		
Definitely ending one activity before moving to another?		
Ignoring misbehaviors which can be handled as effectively after a learning activity so as not to interrupt the lesson?		
4. (Momentum) Does the teacher have a sense of progress or movement throughout a lesson or school day?		
Is the lesson taught at a brisk pace providing continuous academic signals or tasks for students to focus on?		
Is there any behavior that might slow down the lesson or loose students' interest:		
Long, drawn-out directions or explanations,		
Lecturing on student behavior,		
Breaking activities into too-small steps?		

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion

D. Group Focus & Accountability

Does the teacher keep the whole class interested and learning:

Using activities that all students (performing and non-performing) are actively participating;

Holding students accountable for doing their work;

Creating suspense or other high interest techniques for holding students' attention?

E. Praise

Does the teacher:

1. Praise specific conduct?
2. Praise general conduct?
3. Praise non-deviant, on-task behavior?
4. Give low-key quiet praise?
5. Use loud praise?
6. Use authentic, warm, varied praise?
7. Allow class to reinforce misconduct?
8. Control class reaction to misconduct?

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion

II. INSTRUCTIONAL ORGANIZATION

A. Daily Schedules

Does the teacher's schedule for the day:

1. Reflect school guidelines?
2. Include special subjects?
3. Follow the work first-play later principle?
4. Balance learning objectives and activities that maintain student interest?
5. Deal realistically with 'pull-outs?'
6. Address school's scope & sequence?
7. Include a great deal of variety?

B. Types of Activities

What kinds (types) of activities are used during the classroom visit?

1. Content development
2. Seatwork
3. Checking
4. Recitation
5. Discussion
6. Student work in groups
7. Small group instruction

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
C. Lesson Development		
In the lesson observed, does the teacher:		
1. Begin classwork promptly?		
2. Orient students to purpose of activity?		
3. Conduct lesson-initiating review?		
4. Clearly indicate a change of topic or activity?		
5. Talk only on subject matter?		
6. Talk or question off-subject?		
7. Question students' comprehension?		
8. Use low-order questions?		
9. Use high-order questions?		
10. Provide for unison/choral/independent practice?		
11. Pause before soliciting answers to complex questions?		
12. Conduct topic summary within lesson?		
13. Conduct review at end of lesson?		

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion

D. Homework/Seatwork

Does the teacher:

1. Give homework/seatwork directions and due date?
2. Check that students understand directions?
3. Circulate and assist students?
4. Check errors and give feedback on homework/seatwork?
5. Give homework/seatwork assignments of such difficulty that students can experience 80-90% success rate?

E. Grouping

Does the teacher have the cooperation of students and a routine?

1. Has teacher informed students about grouping?
2. Do students know what grouping means?
3. Do students understand why class will be working in groups?
4. Has teacher spoken with students in a positive manner so that she/he has their cooperation?
5. Does teacher begin and end instruction with a whole-class exercise?
6. Has the teacher built up a set of independent activities?
7. Has teacher tried to get patterns going?

CLASSROOM VISIT RECORD FORM (Bernice Willis - May, 1988)

Questions for Visit	What is Observed	Notes from Discussion
F. Learning Centers - reflect teacher's management and students' behavior 1. Does teacher have learning centers or a learning center? 2. What and where is the learning center? 3. Is it for a group or individual? 4. Is it multi-level? 5. Does it have a choice of activities? 6. Does it have a self-checking feature? 7. Is it based on something previously taught? 8. Has teacher discussed cheating and the fact that they will be tested at the end of a certain time? 9. Does the center have a purpose? 10. Does center involve record-keeping and evaluation?		

HOW INTERNS AND MENTORS USED RESEARCH-BASED KNOWLEDGE

CHECK HERE WHETHER YOU ARE AN INTERN ___ OR MENTOR ____

One of the important evaluation questions for this program asks how the research knowledge that is the basis for the program content gets used by interns and mentors in their work. This questionnaire is designed to help us get some answers to that question. On the left you will see some key words or phrases that represent research-based topics that were addressed in the seminars. Please tell us how often you used the concepts and principles related to those key words or phrases by making a check in the appropriate column. At the end of the questionnaire, you will be asked to explain HOW you used some of the concepts/principles, and WHY you did not use any that you checked as not being used.

Key Words/Phrases	NEVER USED	SOMETIMES USED (monthly)	FREQUENTLY USED (weekly)	ALWAYS USED (daily)
Effective Classroom Management				
A. Classroom Arrangement	: :	: :	: :	: :
B. Classroom Rules	: :	: :	: :	: :
C. Distraction Coping Strategies				
1 With-it-ness	: :	: :	: :	: :
2. Overlapping	: :	: :	: :	: :
3. Smoothness	: :	: :	: :	: :
4. Momentum	: :	: :	: :	: :
D. Group Focus/ Accountability	: :	: :	: :	: :
E. Praise	: :	: :	: :	: :
Instructional Organization				
A. Daily Schedules	: :	: :	: :	: :
B. Use of Time	: :	: :	: :	: :
C. Review/Summary	: :	: :	: :	: :
D. Lesson Development	: :	: :	: :	: :

Key Words/Phrases	NEVER USED	SOMETIMES USED (monthly)	FREQUENTLY USED (weekly)	ALWAYS USED (daily)
Instructional Organization (cont.)				
E. Homework/Seatwork	☐	☐	☐	☐
Teaching Strategies				
A. Grouping	☐	☐	☐	☐
B. Learning Centers	☐	☐	☐	☐
C. Writing Process	☐	☐	☐	☐
D. Direct Instruction	☐	☐	☐	☐
E. Indirect Instruction	☐	☐	☐	☐
F. Thematic Planning	☐	☐	☐	☐
G. Moving pupils from lower to higher levels of thinking	☐	☐	☐	☐
H. Evaluating instructional activities in terms of learning outcomes for pupils	☐	☐	☐	☐

Please tell us, as specificially as you can, HOW you used the knowledge that you acquired in the program. Choose the key words/phrase that represents the topics that you found MOST useful in your teaching, and explain below HOW you made use of that knowledge.

Most useful:

How?

Now choose the key words/ phrase that represents the knowledge you found LEAST useful and tell us why you did not use those concepts and principles.

Least useful:

Why?

THE BARUCH COLLEGE/NEW YORK CITY TEACHING INTERNSHIP

Effects Questionnaire

June, 1988

With this questionnaire, we are attempting to find out how intern teachers have changed, developed, grown as teachers as a result of their participation in the internship program. Below is a set of statements about possible effects. Please read each statement carefully and then rate the extent to which the statement accurately reflects an effect that the program has had for you. We don't expect that all of these things will have occurred for you. Just tell us which ones are true for you and how true they are.

	The Opposite is More True For Me	Not True For Me	Slightly True For Me	Moderately True For Me	Very True For Me
1. I have experienced renewed, increased interest in teaching as a result of the intern/mentor program.	☐	☐	☐	☐	☐
2. I take greater pride in my profession.	☐	☐	☐	☐	☐
3. I am more confident about my teaching.	☐	☐	☐	☐	☐
4. I am more aware of alternative teaching techniques that are possible.	☐	☐	☐	☐	☐
5. I am more familiar with new teaching materials.	☐	☐	☐	☐	☐
6. The program really hasn't done much for me but it's nice to chat informally with other teachers.	☐	☐	☐	☐	☐
7. I feel that I understand my pupils better.	☐	☐	☐	☐	☐
8. I learned and now use a number of new teaching techniques.	☐	☐	☐	☐	☐
9. I have had more opportunities to try out new teaching ideas than I had before the program.	☐	☐	☐	☐	☐

	The Opposite is More True For Me	Not True For Me	Slightly True For Me	Moderately True For Me	Very True For Me
10. Because of my work in the program, I feel I am more able to deal with the demands placed on teachers in this school by the administration.	☐	☐	☐	☐	☐
11. My planning has improved because I know better how to design instructional activities appropriate to my student's levels.	☐	☐	☐	☐	☐
12. I feel that I have a greater say in what happens in my classroom.	☐	☐	☐	☐	☐
13. My teaching, as judged by my supervisor, has improved.	☐	☐	☐	☐	☐
14. My students are definitely learning better as a result of my using ideas or materials picked up in the program.	☐	☐	☐	☐	☐
15. I am making more use in the classroom of materials that I develop myself.	☐	☐	☐	☐	☐
16. Our school's curriculum has improved as a result of increased interaction between the teachers.	☐	☐	☐	☐	☐
17. I have a better understanding of why some teaching techniques work and others don't.	☐	☐	☐	☐	☐
18. I have changed my whole approach to teaching since starting the internship program.	☐	☐	☐	☐	☐
19. I am better able to deal with students who have learning difficulties.	☐	☐	☐	☐	☐
20. I am better informed about how other teachers in my school teach than I was before the program.	☐	☐	☐	☐	☐
21. I just feel better about teaching in this school.	☐	☐	☐	☐	☐

	The Opposite is More True For Me	Not True For Me	Slightly True For Me	Moderately True For Me	Very True For Me
22. I feel that I am more able to deal with teaching problems as they come up.	: :	: :	: :	: :	: :
23. I have a better idea of what I need to do and how to do it to improve my teaching.	: :	: :	: :	: :	: :
24. I can communicate better with my pupils.	: :	: :	: :	: :	: :
25. Since the program was started, I think teachers and administrators in this building work more cooperatively to solve educational problems.	: :	: :	: :	: :	: :
26. I find I am more willing to try out teaching techniques and ideas that are new to me.	: :	: :	: :	: :	: :
27. I am a better observer and analyzer of what is happening in my own class.	: :	: :	: :	: :	: :
28. My informal conversations with other teachers have become more professionally oriented than they were in the past.	: :	: :	: :	: :	: :
29. I have been stimulated to seek other professional growth activities outside the program.	: :	: :	: :	: :	: :
30. I am better able to analyze and choose curriculum materials and ideas for my classes.	: :	: :	: :	: :	: :
31. I have a better sense of exactly what it is about teaching that I am particularly good at.	: :	: :	: :	: :	: :
32. I feel confident that my next year of teaching will be easier.	: :	: :	: :	: :	: :
33. I think I know what to do and how to prepare for the next school year.	: :	: :	: :	: :	: :

HOW DO MENTORS HELP INTERNS?

We believe, and many teachers have confirmed that belief, that mentors are the key to successful internship programs. This part of the questionnaire is designed to give us a better idea of exactly how mentors help intern teachers. The statements that follow are all expressions of what mentors might do to help intern teachers. Please read each statement and then tell us, based on your experience with the internship program, how often your mentor did that thing for you.

	My Mentor NEVER Did This For Me	My Mentor OCCASIONALLY Did This For Me	My Mentor FREQUENTLY Did This For Me
1. Conducted an individual conference so that I could arrive at a general principle for improving instruction.	☐	☐	☐
2. Taught a small group of my pupils so that I could concentrate on another group.	☐	☐	☐
3. Provided encouragement and reinforcement for me.	☐	☐	☐
4. Gave me new ideas for instructional activities.	☐	☐	☐
5. Made, ordered, or found materials that I had requested.	☐	☐	☐
6. Helped me pinpoint a specific problem that had a simple solution but that I was unaware of before.	☐	☐	☐
7. Helped me to feel a sense of belonging in this school.	☐	☐	☐
8. Helped me feel a sense of belonging in the teaching profession.	☐	☐	☐
9. Explained an educational theory to me.	☐	☐	☐
10. Helped me determine what I needed to do and what the next steps were.	☐	☐	☐
11. Encouraged me to try a new technique.	☐	☐	☐

	My Mentor NEVER ===== Did This For Me	My Mentor OCCASIONALLY ============ Did This For Me	My Mentor FREQUENTLY ========== Did This For Me
12. Made some materials or arranged a display for me.	¦ ¦	¦ ¦	¦ ¦
13. Asked questions that made me be more reflective about my teaching.	¦ ¦	¦ ¦	¦ ¦
14. Gave me concrete and specific ideas to use in my classroom.	¦ ¦	¦ ¦	¦ ¦
15. Taught a lesson or a class so that I could observe a certain strategy or technique in action	¦ ¦	¦ ¦	¦ ¦
16. Provided moral support.	¦ ¦	¦ ¦	¦ ¦
17. Helped me identify my teaching needs and priorities.	¦ ¦	¦ ¦	¦ ¦
18. Arranged for me to observe or talk with other teachers in their classrooms.	¦ ¦	¦ ¦	¦ ¦
19. Helped me analyze my classroom so that I could gain some insights about what I ought to do next.	¦ ¦	¦ ¦	¦ ¦
20. Showed me in my own classroom how to use a certain kind of material or a special technique.	¦ ¦	¦ ¦	¦ ¦
21. Helped me to understand the rationale behind certain teaching strategies.	¦ ¦	¦ ¦	¦ ¦
22. Listened sympathetically when I needed to discuss a poblem or concern.	¦ ¦	¦ ¦	¦ ¦
23. Gave me a lot of alternative teaching ideas so that I could choose the one that was right for me.	¦ ¦	¦ ¦	¦ ¦
~~24. Brought me together with other~~ interns so that we could share ideas in group discussions.	¦ ¦	¦ ¦	¦ ¦
25. Had meetings with me to discuss ~~how I might use research-based~~ principles of effective teaching in my work.	¦ ¦	¦ ¦	¦ ¦

	My Mentor NEVER ===== Did This For Me	My Mentor OCCASIONALLY ============ Did This For Me	My Mentor FREQUENTLY ========== Did This For Me
26. Told me how to solve a very vexing problem that is probably specific to this school.	¦ ¦	¦ ¦	¦ ¦
27. Told me exactly how to implement certain teaching strategies.	¦ ¦	¦ ¦	¦ ¦
28. Gave me tips on preparing for administrative observation/evaluation.	¦ ¦	¦ ¦	¦ ¦
29. Acted like a sounding board so that I could bounce around some teaching ideas I had.	¦ ¦	¦ ¦	¦ ¦
30. Helped me to know the children in my school better.	¦ ¦	¦ ¦	¦ ¦

If there is anything your mentor did for you that is not listed above, please list it on the lines below. Please be as specific as possible in explaining what your mentor did.

HOW DO MENTORS HELP INTERNS?
(Mentor Form)

We believe, and many teachers have confirmed that belief, that mentors are the key to successful internship programs. This part of the questionnaire is designed to give us a better idea of exactly how mentors help intern teachers. The statements that follow are all expressions of what mentors might do to help intern teachers. Please read each statement and then tell us, based on your experience with the internship program, how often you did that thing for your intern(s).

	I NEVER Did This	I OCCASIONALLY Did This	I FREQUENTLY Did This
1. Conducted an individual conference so that intern could arrive at a general principle for improving instruction.	☐	☐	☐
2. Taught a small group of intern's pupils so that intern could concentrate on another group.	☐	☐	☐
3. Provided encouragement and reinforcement for the intern.	☐	☐	☐
4. Gave the intern new ideas for instructional activities.	☐	☐	☐
5. Made, ordered, or found materials that intern had requested.	☐	☐	☐
6. Helped intern pinpoint a specific problem that had a simple solution but that intern was unaware of before.	☐	☐	☐
7. Helped intern to feel a sense of belonging in this school.	☐	☐	☐
8. Helped intern feel a sense of belonging in the teaching profession.	☐	☐	☐
9. Explained an educational theory to the intern.	☐	☐	☐
10. Helped intern determine what needed doing and what the next steps were.	☐	☐	☐
11. Encouraged intern to try a new technique.	☐	☐	☐

	I	I	I
	NEVER	OCCASIONALLY	FREQUENTLY
	=====	============	==========
	Did This	Did This	Did This
12. Made some materials or arranged a display for intern.	¦ ¦	¦ ¦	¦ ¦
13. Asked questions that made intern be more reflective about her/his teaching.	¦ ¦	¦ ¦	¦ ¦
14. Gave intern concrete and specific ideas to use in the classroom.	¦ ¦	¦ ¦	¦ ¦
15. Taught a lesson or a class so that intern could observe a certain strategy or technique in action	¦ ¦	¦ ¦	¦ ¦
16. Provided moral support.	¦ ¦	¦ ¦	¦ ¦
17. Helped intern identify her/his teaching needs and priorities.	¦ ¦	¦ ¦	¦ ¦
18. Arranged for intern to observe or talk with other teachers in their classrooms.	¦ ¦	¦ ¦	¦ ¦
19. Helped intern analyze his/her classroom so that he/she could gain some insights about what ought to be done next.	¦ ¦	¦ ¦	¦ ¦
20. Showed intern in intern's own classroom how to use a certain kind of material or a special technique.	¦ ¦	¦ ¦	¦ ¦
21. Helped intern to understand the rationale behind certain teaching strategies.	¦ ¦	¦ ¦	¦ ¦
22. Listened sympathetically when intern needed to discuss a problem or concern.	¦ ¦	¦ ¦	¦ ¦
23. Gave intern a lot of alternative teaching ideas so that intern could choose the one that was right for her/him.	¦ ¦	¦ ¦	¦ ¦
24. Brought intern together with other interns so that we could share ideas in group discussions.	¦ ¦	¦ ¦	¦ ¦
25. Had meetings with intern to discuss how intern might use research-based principles of effective teaching in the classroom.	¦ ¦	¦ ¦	¦ ¦

	I NEVER Did This	I OCCASIONALLY Did This	I FREQUENTLY Did This
26. Told intern how to solve a very vexing problem that is probably specific to this school.	: :	: :	: :
27. Told intern exactly how to implement certain teaching strategies.	: :	: :	: :
28. Gave intern tips on preparing for administrative observation/evaluation.	: :	: :	: :
29. Acted like a sounding board so that intern could bounce around some teaching ideas she/he had.	: :	: :	: :
30. Helped intern to know the children in my school better.	: :	: :	: :

If there is anything that you did for your intern that is not listed above, please list it on the lines below. Please be as specific as possible in explaining what you did.